

**HOUSING EDUCATION AND TRAINING IN THE GENERAL
EDUCATION AND TRAINING BAND OF THE NATIONAL
QUALIFICATIONS FRAMEWORK**

by

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The crest of the University of Stellenbosch is centered behind the text. It features a shield with various symbols, topped with a crown and a banner. The motto 'Pictura roborat cultus recti' is visible at the bottom of the crest.

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Declaration:

“I, the undersigned, hereby declare that the work contained in this dissertation is my own original work and has not previously in its entirety or in part, been submitted at any university for a degree.”

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OPSOMMING VAN PROEFSKRIF

Behuisingsvoorsiening is 'n nasionale prioriteit in Suid-Afrika. Aangesien baie van die aspirant huiseienaars, eerstemaal-huiseienaars is, is hulle nie altyd bewus van die slaggate van huiseienaarskap nie. Vanaf April 1994 tot Maart 2000 het die Departement van Behuising meer as 1,1 miljoen behuisingssubsidies goedgekeur. Die ontvangers van hierdie behuisingssubsidies was eerstemaal-huiseienaars, en het nie die kennis en vaardighede besit wat benodig word om ingeligte en verantwoordelike behuisingsbesluite te neem nie. Daarom kan hulle blootgestel word aan uitbuiting, en is komplekse probleme veroorsaak wat die behuisingsvoorsieningsproses negatief beïnvloed. Die vrystelling van die Nasionale Behuisingskode gedurende Maart 2000 het aangetoon dat die Suid-Afrikaanse Regering sewe strategieë sou gebruik om behuising aan die groeiende lae-inkomste behuisingsmark te voorsien, wat alreeds twee-en-'n-half miljoen huishoudings behels het. Die Regering het al korttermyn oplossings op die proef gestel wat daarop gemik is om behuisingsverbruikers met die nodige kennis en vaardighede toe te rus om ingeligte en verantwoordelike behuisingsbesluite te neem. Verkennende navorsing het getoon dat daar steeds 'n behoefte bestaan aan 'n langtermyn, volhoubare oplossing in die vorm van opvoeding en opleiding van die behuisingsverbruiker.

Die doel van hierdie navorsing was drie-voudig: Eerstens, om te bepaal watter kennis en vaardighede die behuisingsverbruiker benodig om ingeligte en verantwoordelike behuisingsbesluite te kan maak. Tweedens, om die stand van behuisingsinhoud in die huidige primêre- en sekondêre skoolsillabus te ondersoek. Derdens, om 'n uitkomsgerigte model te ontwikkel wat die insluiting van die geïdentifiseerde en verfynde behuisingsinhoud in die Algemene Onderwysvlak (AOV) van die Nasionale Kurrikulum Raamwerk (NKR) sal bewerkstellig.

'n Kultureel diverse groep, wat bestaan het uit opvoeders en behuisingspraktisyns, het deelgeneem aan vier nasionale gestruktureerde fokusgroeponderhoude wat deur middel van die Nominale Groeptegniek (NGT) gefasiliteer is. Die doel van hierdie onderhoude

was om vaardighede wat deur die verbruiker benodig word om ingeligte en verantwoordelike behuisingsbesluite te neem, te identifiseer. Die inligting wat tydens hierdie fokusgroeponderhoude ingewin is, is gebruik om sestien kernbehuisingskonsepte te identifiseer, naamlik “Basic Housing Technology” (BHT), “Community” (COMM), “Cultural Aspects of Housing” (CAH), “Environment” (ENV), “Financial Aspects of Housing” (FAH), “Housing Consumerism” (HC), “Housing Design and Decoration” (HDD), “Housing Market” (HM), “Housing needs” (HN), “Housing Policy” (HP), “Legal Aspects of Housing” (LAH), “Resource Management” (RM), “Role-players in Housing” (RP), “Sources of Housing Information” (SHI), “Tenure Options” (TO) en “Types of Housing” (TH).

Die dokumentanalise in die tweede fase van die navorsing, het die huidige, gebrekkige behuisingsopvoedingskomponent van die kernvakkurrikulums van laer- en hoërskole uitgewys. Slegs 50% van die 318 kernvakkurrikulums het behuisingskonsepte bevat. Minder as 40% van die behuisingskonsepte wat wel in hierdie kurrikulums verskyn het, is as “relevant” geëvalueer, en kon dus gebruik word vir die behuisingsopvoeding van die leerders.

‘n Model wat voldoen aan die vereistes van uitkomsgebaseerde onderwysmodelle is ontwikkel om die insluiting van hierdie behuingsinhoud in die Grondslag-, Intermediêre – en Senior Fases van die AOV te bewerkstellig. Daar is gebruik gemaak van bestaande kurrikulumkonstrukte van Kurrikulum 2005. Uitkomstes is ontwikkel wat die kennis, vaardighede, houdings en waardes, ingesluit in die kernkonsepte, weerspieël. Die bemeestering van hierdie 57 uitkomstes, sal die onkunde van eerstemaal-huiseienaars gedurende die behuisingsproses verminder, asook ‘n volhoubare, langtermyn oplossing vir hierdie probleme daarstel.

ABSTRACT OF DISSERTATION

The provision of housing in South Africa is a national priority. As many of the aspirant homeowners are first-time homeowners, they are not necessarily informed about the pitfalls of home ownership. From April 1994 till March 2000 the Department of Housing approved more than 1,1 million housing subsidies. The recipients of these subsidies were first-time homeowners that did not possess the necessary knowledge and skills to make informed and responsible housing-related decisions, thus making them vulnerable to exploitation and creating complex problems that hamper the housing delivery process. The release of the National Housing Code during March 2000 announced that the South African Government had harnessed seven strategies that were aimed at providing housing to a growing low-income market that already exceeded two-and-a-half million households. Although the Government has attempted short-term solutions aimed at equipping these housing consumers with the necessary knowledge and skills to make informed and responsible housing-related decisions, initial research pointed to the need for a sustainable long-term solution in the form of education and training of the housing consumer.

The aim of this research was three-fold: Firstly, to determine the knowledge and skills required by the housing consumer to be able to make informed and responsible housing-related decisions. Secondly, to determine the status of housing education and training in the present primary and secondary school curriculums. Thirdly, to develop an outcomes-based model that would facilitate the inclusion of the identified and refined housing education and training content into the General Education and Training (GET) Band of the National Qualifications Framework (NQF).

A culturally diverse group of educators and practitioners participated in four national structured group meetings that were facilitated using the Nominal Group Technique (NGT). The aim of these meetings was to identify the knowledge and skills required by consumers to be able to make informed and responsible housing-related decisions. Sixteen housing education and training core concepts could be isolated using the

responses generated during the meetings, namely: "Basic Housing Technology" (BHT), "Community" (COMM), "Cultural Aspects of Housing" (CAH), "Environment" (ENV), "Financial Aspects of Housing" (FAH), "Housing Consumerism" (HC), "Housing Design and Decoration" (HDD), "Housing Market" (HM), "Housing Needs" (HN), "Housing Policy" (HP), "Legal Aspects of Housing" (LAH), "Resource Management" (RM), "Role-Players in Housing" (RP), "Sources of Housing Information" (SHI), "Tenure Options" (TO) and "Types of Housing" (TH).

The document analysis performed in the second phase of the research, revealed the paucity of housing education and training core concepts in the current curriculum of the GET and Further Education and Training (FET) Bands of the NQF. Housing education and training core concepts occurred in only 50% of the 318 core subject curriculums. Of the housing education and training core concepts that were present in these documents, less than 40% were rated as "relevant" and could therefore be used for housing education and training of the learners.

An outcomes-based model was developed that can be used to facilitate the inclusion of the housing education and training content into the Foundation, Intermediate and Senior Phases of the GET Band using the Critical Cross-Field Outcomes, Learning Areas, Specific Outcomes, Assessment Criteria, Performance Indicators, Phase and Programme Organisers, currently included in the new curriculum. Outcomes were then developed that reflected the knowledge, skills, attitudes and values embedded in the sixteen housing education and training core concepts. The mastering of these 57 outcomes will reduce the ignorance of first time homeowners during the housing process and provide a sustainable, long-term solution to these problems.

Dedicated with great appreciation to the one who convinced me to start, who encouraged me to continue and who, with great effort, forced me to finish this research...my husband, Gideon J Serfontein.

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CHAPTER 1

INTRODUCTORY PERSPECTIVES

1.1 INTRODUCTION

One of the greatest challenges that faced the Government of National Unity after the 1994 elections was housing the nation. The release of the new housing policy put forward a strategy for the creation of habitable, stable and sustainable public and private residential environments through a variety of processes, for viable households and communities (Department of Housing (DOH), 1994: 21). Through this strategy, support mechanisms were put in place that would, amongst other things, provide technical, legal and financial advice to communities and households regarding the planning, building and funding of new housing developments, including the quantification and costing of material and assistance during the construction process (Botshabelo Housing Accord, 1995: 60).

However, the housing policy took two-and-a-half years to implement, as a result of the legacy of the past, the interim constitutional dispensation, the state of the economy and the lack of capacity (Ministry of Housing, 1997: 3). This further exacerbated the housing situation and meant that the delivery target of 1 million houses within five years, had to be reconsidered (Mthembi-Mahanyele, 1998: 1). In 1998 the housing backlog constituted 2.6 million units (Housing Fax, 1998d: 1).

Another hindrance experienced by Government in housing delivery was the unrealistically high expectations of individuals in low-income households (Morkel & Kenyon, 1993: 21; Ministry of Housing, 1996: 2). Creative housing options needed to be introduced into the low-income housing market that would address the individual's financial ability and offer a variety of locations so that households would be able to become part of the economic fabric of society (Leonsins, 1996: 3).

On the other hand, potential housing consumers needed to be made aware of the importance of affordability when applying for a housing subsidy or mortgage loan. Not only does the household need to calculate the viability of a monthly instalment, but other costs such as payment for services and maintenance of the structure need to be considered (Baker & Erasmus, 1996: 95). Although Government has established mechanisms such as SERVCON Housing Solutions to aid families in right sizing their housing choices, households that later find the housing choice unaffordable stand to lose most, if not all, the money invested in the choice up to date (Ministry of Housing, 1997: 3).

Accessing finance for adequate housing remains one of the biggest problems in the low-income sector of the housing market. Financial institutions consider loans for this income bracket to be of high risk (Ministry of Housing, 1996: 2). Violence, crime, instability and non-payment all contribute to the perception of high risk. Agreements between banks and Government have been ignored and loans are not being ceded in this segment of the market (Housing Fax, 1998f: 7).

The capital subsidy scheme has offered a substantial solution to the problems. Since April 1994 till March 2000 1 186 150 subsidies have been approved, of which 113,664 Individual Subsidies have been approved (DOH, 2000a). Households that otherwise would not have been able to access funds for housing are now able to apply for the subsidy of up to R16 000 (DOH, 2000b(ii): 11). Unfortunately consumers that qualify for the subsidy are not all aware of how to apply (Meyer, 1997: 156). High levels of illiteracy and semi-literacy of consumers in the low-income segment of the market limit the individual's exposure to the concept of home ownership and hinder access to housing-related information (Leveson, 1999: 8).

Although Government has instituted support mechanisms that make housing finance accessible to low-income households, many consumers are unaware of the additional costs related to maintaining and managing a home (Baker & Erasmus, 1996: 93). Consumers need to be informed regarding the additional costs of owning versus renting, the payment of monthly instalments and additional costs related to subsidies and

mortgage loans. The private sector is offering support to their employees by encouraging individuals to provide for future housing needs by making specific housing investments over and above other investments (Housing Fax, 1998a: 2). Through these additional investments, money is put aside so that the individual or household will be able to afford improvements to their homes or to move to a larger house, as their family needs change.

Lack of "housing literacy" or housing awareness has increased the chances of housing consumers being exploited (Housing Fax, 1998a: 1). Consumers are uninformed about the housing market and therefore easily fall prey to unscrupulous operators. Homes are paid for without consumers receiving the title deeds (Cleobury, 1995: 77), structures are collapsing as a result of being built without the necessary foundations (Kromberg in Meyer, 1997: 162) and structures are being constructed on unstable land (Marah, 1997: 2; Fakier, 1996: 6).

Lack of awareness regarding consumer rights and responsibilities has prevented individuals from addressing cases of exploitation through the right channels (Meyer, 1992: 13). Here Government has once again stepped in and instituted legislation such as the Housing Consumer Protection Measures Act (No. 1398 of 1998), in order to offer consumer protection to susceptible households (Ministry of Housing, 1996: 2).

Lack of housing-related knowledge and experience, as well as the complexity of the process of making housing-related choices, produces great anxiety and uncertainty in the consumer (Baker & Erasmus, 1996: 93). Unless the consumer is able to access relevant information or to get appropriate affirmation and guidance from experts or meaningful others, the tension created by this uncertainty cannot be resolved.

Housing consumers therefore need to be educated in order to be equipped to make informed and responsible housing-related decisions. However, the process of educating the housing consumer needs a sustainable solution if the complex nature of the delivery process, the difficult financial terms and the disadvantaged background of the consumers is to be addressed adequately (Herbst, 1996: 2). Government structures, employers,

developers, builders, transferring attorneys and other role-players in housing, need to combine their resources and provide creative, substantial solutions to this problem of housing consumer education.

One of the Government structures that could possibly be used to aid in the education of informed and responsible housing consumers, is the South African education and training system. The White Paper on Education and Training, released in 1995, highlighted the importance of the role of education and training in the development of *responsible and capable* citizens (Department of Education (DOE), 1995b: 15). Communities, parents, educators and learners were urged by this document to contribute to the relevance of the system by participating in the curriculum development process (DOE, 1995b: 5). Political, social and economic issues needed to be addressed in education, thus forming an essential part of the human resource development strategy of the nation (DOE, 1995b: 15). Education and training would now be part of a lifelong process, facilitated by the National Qualifications Framework (NQF) (DOE, 1995b: 15).

Essential to the legitimising of the education system in South African schools, is the introduction of OBE. The new curriculum emphasises the need to equip learners with skills, knowledge, attitudes and values in order to gain competence in the nationally recognised Critical Cross-Field Outcomes (DOE, 1996b: 26). Learners are actively involved in the learning process and are therefore able to acquire skills and gain knowledge in preparation of adulthood.

The contribution that housing makes to the creation of "habitable, stable and sustainable ... environments" (DOH, 1994: 21) is an essential part of the development of the individual. It is for this reason that the knowledge, skills, attitudes and values needed by the individual, as housing consumer, be included in their education. The introduction of housing content into the General Education and Training (GET) Band of the NQF is therefore critical in equipping the housing consumer with the competence to make informed and responsible housing-related decisions.

1.2 PROBLEM STATEMENT

The question that arises is threefold. Firstly, in order to establish whether housing consumer education is being presented as part of the present primary and secondary school curriculum, the present status of housing education in schools needs to be established by asking: *“What housing content is presently included in the school curriculum?”* Secondly, to be able to include content that is relevant to the present housing context in South Africa, the following question needs to be raised: *“What housing content should be included in the GET Band of the NQF?”* Thirdly, the inclusion of relevant housing content into the GET Band of the NQF needs to be facilitated using applicable curriculum development structures and methodology. It is therefore important to ask *“How can housing content be included in the GET Band of the NQF in order to equip the learner as an informed and responsible housing consumer?”*

1.3 AIM AND OBJECTIVES OF THE RESEARCH

The aim and objectives, developed to address the questions raised in the problem statement, will be presented here.

1.3.1 Aim

The aim of the research is to develop and present recommendations for the inclusion of housing education and training core concepts into the Foundation, Intermediate and Senior Phases of the GET Band of the NQF, using the constructs of Curriculum 2005.

1.3.2 Objectives

The objectives of the research are to:

- To determine which housing education and training core concepts are needed to equip a school leaver as an informed and responsible housing consumer;

- To describe the housing education and training core concepts that are needed to equip a school leaver as an informed and responsible housing consumer;
- To evaluate the status of housing education and training in the present education system by determining the frequency of the housing education and training core concepts occurring in the core subject curriculums of the Junior primary (Foundation), Senior primary (Intermediate), Junior secondary (Senior) and Senior secondary (School Phase of the Further Education and Training (FET) Band) Phases;
- To evaluate the status of housing education and training in the present education system by determining the relevance of the housing education and training core concepts occurring in the core subject curriculums of the Junior primary (Foundation), Senior primary (Intermediate), Junior secondary (Senior) and Senior secondary (School Phase of the Further Education and Training (FET) Band) Phases;
- To identify suitable constructs in Curriculum 2005 that will facilitate the inclusion of housing education and training core concepts into the Foundation, Intermediate and Senior Phases of the GET Band of the NQF;
- To verify the recommendations made for the inclusion of housing education and training concepts into the Foundation, Intermediate and Senior Phases of the GET Band of the NQF;
- To make recommendations for the inclusion of housing education and training core concepts into the Foundation, Intermediate and Senior Phases of GET Band of the NQF; and
- To use the constructs of Curriculum 2005 to propose a model for the inclusion of housing education and training core concepts into the Foundation, Intermediate and Senior Phases of the GET Band of the NQF.

1.4 VARIABLES

Dependent and independent variables are included in this study.

1.4.1 Independent Variables

- Housing education and training core concepts identified in the structured group meetings in phase one of the research

1.4.2 Dependent Variables

- Core subject curriculums of the Junior Primary, Senior Primary, Junior Secondary and Senior Secondary Phases in the present school curriculum
- Recommendations for the inclusion of housing education and training core concepts in the new curriculum

1.5 ASSUMPTIONS MADE IN THE RESEARCH

The research rested on two assumptions:

- The Nominal Group Technique (NGT) used to generate ideas in the First Phase of the research would generate the knowledge, skills, attitudes and values necessary to educate the potential consumer to make informed and responsible housing-related decisions. It was assumed that the composition of these groups would be appropriate and representative of housing and of education.
- The status of housing education in the core subject curriculums is poor and that research therefore needs to be done in order to make recommendations for the improvement thereof.

1.6 CONCEPTUAL FRAMEWORK

The research will identify housing education and training core concepts that will define the knowledge, skills, attitudes and values necessary to equip the school leaver as an informed and responsible housing consumer, when included in the GET Band of the NQF. The conceptual framework for the research is shown in Figure 1.1.

The knowledge, skills, attitudes and values embedded within the identified housing education and training core concepts need to be formulated and expressed as outcomes before being included into the curriculum of the GET Band. The learner progressing through the different phases of this Band will acquire the necessary knowledge, skills, attitudes and values required from an informed and responsible housing consumer, when mastering these outcomes. However, the school leaver will remain a potential housing consumer, with dormant knowledge and skills, until required to make housing-related decisions. Once such an event occurs, the individual will then be required to activate these competencies so as to be able to make informed and responsible housing-related decisions.

1.7 DESCRIPTION OF TERMS

The following terms will be used throughout the literature study and the remaining chapters of the dissertation. It is therefore necessary that the terms be defined in this chapter.

1.7.1 Housing

For the purpose of this study housing will be defined as “a variety of processes through which habitable, stable and sustainable public and private residential environments are created for viable households and communities” (DOH, 1994: 21).

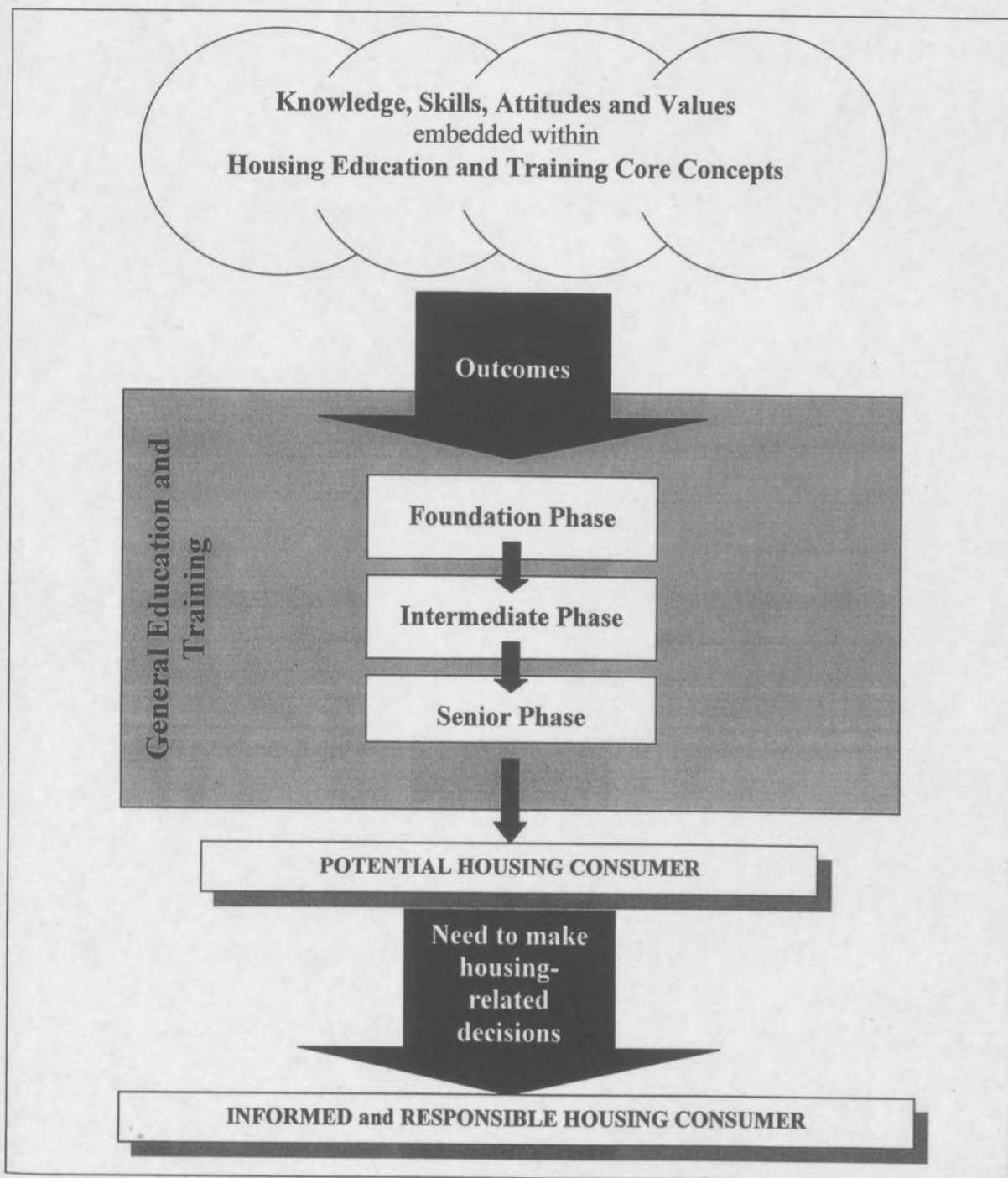


Figure 1.1: Conceptual Framework for the Research

1.7.2 Housing Education and Training

Housing education and training can be defined as the lifelong process during which planned or spontaneous learning experiences are instrumental in transmitting information,

knowledge, attitudes, values and clearly defined skills regarding the variety of processes through which habitable stable and sustainable public and private residential environments are created for viable households and communities.

1.7.3 Informed and Responsible Housing Consumer

An informed consumer is any individual who buys and/or uses goods or services knowledgeably (Oxford, 1991: 247, 607). A responsible consumer is an individual that accepts accountability for the choices made when entering a purchasing transaction (Oxford, 1991: 1026). An informed and responsible housing consumer is therefore described as any individual who knowledgeably buys and/or uses goods or services pertaining to habitable, stable and sustainable public and private residential environments that create viable households and communities, and accepts accountability for the housing choice.

1.7.4 Housing Education and Training Core Concepts

Taba (1962: 178) describes concepts as complex systems of highly abstract ideas. The complex nature of these concepts requires that they be taught as recurring themes throughout the curriculum of a subject and can only be built by successive experiences in a variety of contexts. School subjects can be described as consisting of knowledge on four different levels (Taba, 1962: 176). Specific facts and basic ideas and principles comprise two levels whereas concepts can be described as the third level of content making up knowledge (Taba, 1962: 177 – 178). The fourth level of knowledge contained in a subject is that of thought systems (Taba, 1962: 178). Without concepts a learner will be unable to develop thought systems, thus rendering a subject worthless and without a backbone.

Housing education and training core concepts are the essential abstract ideas around which housing education and training can be moulded in the GET Band of the NQF. When the knowledge, skills, attitudes and values embedded within these concepts are internalised by means of the learning experience, the learner will be equipped as a

housing consumer with the potential to make informed and responsible housing-related decisions.

1.7.5 Housing Delivery

Housing delivery is the process involved in providing housing structures and includes the financing, planning and building of different types of housing structures. Various factors affect the rate of housing delivery in South Africa and include, housing policy, type of housing to be delivered, type of housing finance available for funding housing delivery, interference of politicians in the housing delivery process and the slow response of communities to resume payment for services and bonds (Makiwane, 1995: 3; Settlement Dynamics, 1996: 4-5).

1.7.6 Housing Support

The White Paper on Housing describes housing support as the promotion of “a wide variety of delivery approaches, ensuring access to well-located land, basic services, secure tenure and the ongoing construction and upgrading of the public environment, services and homes” (DOH, 1994: 28).

1.7.7 Status of Housing Education

The status of housing education in the core subject curriculums of the primary and secondary schools refers to the “existing state of affairs” (Collins, 1988: 466) regarding the content in these curriculums that relate to housing education.

1.7.8 Learner

The emphasis in the South African education system has changed from teacher-centred learning to student-centred learning (DOE, 1996a: 30). The term “learner” is used to refer to the individual that is not only being taught certain competencies, but is actively involved in the process and is therefore also learning (DOE, 1996a: 27).

1.7.9 Compulsory Education

Education is compulsory for children from Grade 1, or at the age of 7, till Grade 7, at the age of 15. However, should the child turn 15 before reaching Grade 7, s/he will not be legally obliged to attend school (South African Schools Act, No. 84 of 1996: 6).

1.7.10 School Leaver

Different exit points have been included in the NQF and are structured in such a way that the learner can leave school with a certificate that acknowledges his or her level of education. For the purpose of this study, the school leaver refers to the learner that chooses to discontinue formal education by exiting the GET Band after having successfully completed Grade 9.

1.7.11 The National Qualifications Framework

The NQF is a system or mechanism for the recognition and registration of national standards and qualifications, that takes a holistic view of the personal, social and economic needs of our rapidly developing society (Human Sciences Research Council (HSRC), 1995: 5; DOE, 1996b: 47).

1.7.12 Outcomes-Based Education

OBE is defining, deciding, organising, structuring, focusing and operating all curriculum processes directly around the intended learning demonstration, or outcome, required at the end of the learning process (DOE, 1996a: 24; Olivier, 1997: 17; Spady, 1994: 3).

1.7.13 Curriculum 2005

Curriculum 2005 (DOE, 1997b) is the document outlining the national curriculum for learners in the GET Band of the NQF. This curriculum contains the Learning Areas, Learning Programmes, Rationale, Specific Outcomes, Assessment Criteria and

Performance Indicators for the Foundation, Intermediate and Senior Phases of the GET Band. The Department of Education published phase documents for the Foundation, Intermediate and Senior Phases in 1997 (DOE, 1997c, d&e). These documents only contain the Rationale, Specific Outcomes, Assessment Criteria and Performance Indicators that are applicable to that phase.

1.7.14 Constructs of Curriculum 2005

Constructs are described by the Oxford dictionary as “a thing structured by the mind” or “a group of words forming a phrase” (1991: 246). The constructs of Curriculum 2005 refer to the different components contained in the curriculum, necessary for the development of Learning Programmes. These constructs include the Specific Outcomes, Assessment Criteria and Performance Indicators that are applicable to each phase in the GET Band.

1.7.15 Qualifications

The South African Qualifications Authority (SAQA) Act (No. 58 of 1995a: 1) defines a qualification as “the formal recognition of the achievement of a range of credits embodied in a coherent number of unit standards supported by evidence of achievement of outcomes and range of credits and other requirements, at a specific level of the NQF” (DOE, 1995b: 1). A qualification is therefore a planned combination of learning outcomes that is intended to provide competent learners with applied skills and knowledge that will form the basis for further learning (Olivier, 1997: 3). Qualifications comply with the objectives of the NQF by enhancing learner access, mobility and progression (Olivier, 1997: 6).

1.7.16 Unit Standards

A unit standard is a statement describing the knowledge, skills and attributes that a learner must demonstrate in order to prove competence in order to gain credits on the NQF (The Skills Framework, 1999: 17; HSRC, 1995: 4; Olivier, 1997: 7). This

statement is supported by Specific Outcomes and associated Assessment Criteria together with other relevant information required by SAQA for the registration of the unit standard on the NQF.

1.7.17 Recognition of Prior Learning

The NQF facilitates the recognition of a learner's competence regardless of the path of learning that the individual followed in order to acquire the necessary knowledge, skills, values and attitudes required (DOE, 1996a: 40). Credits can therefore be awarded to an individual that has had no formal education and training, but is able to meet the requirements as set out in the unit standard regarding a demonstration of competence.

1.7.18 Assessment

Assessment describes the way in which evidence is gathered in order to prove a learner's competence with regard to the demonstration of Critical Cross-Field and Specific Outcomes (Protec, 1999a: 12). It is a "structured process for gathering evidence and making judgements about an individual's performance in relation to registered, national standards" (SAQA in The Skills Framework, 1999: 24). Assessment in OBE is dominantly criterion-based and implies that specific criteria need to be met before the process is complete (Protec, 1999a: 18; DOE, 1997: 28). Two forms of assessment are used in OBE they are formative assessment or cumulative assessment (CASS) and summative assessment.

1.7.18.1 Formative Assessment

Formative assessment occurs throughout the learning process and provides feedback to the learner and teacher regarding the learner's progress. This type of assessment informs the teacher as to how to proceed with the learning process as well as the adjustments (if any) that need to be made regarding influencing factors such as new issues and learning problems (Protec, 1999a: 17).

1.7.18.2 Summative Assessment

Summative assessment occurs at the end of the learning process and serves to summarise the progress made by the learner (Protec, 1999a: 17). This type of assessment gives an indication of the learner's degree of competence regarding the Specific Outcomes.

1.7.19 Fields of Learning

Twelve Fields of Learning were identified and adopted by the SAQA (DOE, 1998: 6).

The fields are:

- 01 Agriculture and Nature Conservation
- 02 Culture and Arts
- 03 Business, Commerce, and Management Studies
- 04 Communication Studies and Language
- 05 Education, Training and Development
- 06 Manufacturing, Engineering and Technology
- 07 Human and Social Studies
- 08 Law, Military Science and Security
- 09 Health Sciences and Social Services
- 10 Physical, Mathematical, Computer and Life Sciences
- 11 Services
- 12 Physical Planning and Construction

1.7.20 Learning Areas

Eight Learning Areas are derived from these twelve Fields of Learning by the Council of Education Ministers (CEM) and serve to organise content included in the Learning Programmes of the GET Band of the NQF:

- Language, Literacy and Communication (LLC);
- Human and Social Sciences (HSS);
- Technology (T);

- Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS);
- Natural Sciences (NS);
- Arts and Culture (AC);
- Economics and Management Science (EMS); and
- Life Orientation (LO) (DOE, 1996a: 26).

In order to facilitate the curriculum development process for OBE, the Curriculum 2005 document (DOE, 1997b) contains the Rationale, the Specific Outcomes, the Assessment Criteria, the Range Statements and the Performance Indicators for each Learning Area.

1.7.21 Knowledge, Skills, Attitudes and Values

Outcomes developed for OBE are formulated when the knowledge, skills, attitudes and values required by a learner in order to demonstrate competence, is identified.

1.7.21.1 Knowledge

Olivier (2000: 37) describes knowledge as the “thinking constructs learners have to build up as rules, concepts, principles, codes and formulas”. Knowledge can also be described as familiarity gained by experience (Oxford, 1991: 656). Knowledge embedded within an outcome can therefore be described as the thinking constructs that have been developed through experience to form rules, concepts, principles, codes and formulas.

1.7.21.2 Skills

Two different types of skills are embedded in learning outcomes. Psychomotor or technical skills are used to perform technical tasks that are supported by cognitive interventions (Olivier, 2000: 38). Mental or cognitive skills are used to process information, data and knowledge (Olivier, 2000: 38).

1.7.21.3 Attitudes

Attitudes can be described as the behaviour reflecting a settled opinion or way of thinking (Oxford, 1991: 70).

1.7.21.4 Values

Values are the appreciation and worth that a learner associates with knowledge, skills and processes (Olivier, 2000: 39). It is also one's judgement about what is important or valuable in life (Oxford, 1991: 1357).

1.7.22 Outcomes

Spady defines an outcome as the "culminating demonstration of the entire range of learning experiences and the capabilities that underlie it" (Spady in DOE, 1996a: 24). It is the tangible application of what the learner has actually learned (Spady, 1994: 2). Outcomes are end-products of a learning process, including everything that has been learnt, for instance social and personal skills, learning how to learn, concepts, knowledge, understanding, methodologies, values and attitudes (DOE, 1996a: 25). It is the statement of the required learner capabilities that must be demonstrated or the stated performances and assessment and range criteria (HSRC, 1995: 2). There are two types of outcomes, namely Critical Cross-Field Outcomes and Specific Outcomes.

1.7.22.1 Critical Cross-Field Outcomes

Critical Cross-Field Outcomes are broad, generic outcomes that inform all teaching and learning practices (DOE, 1996a: 26). These outcomes should permeate the Specific Outcomes at every level of the NQF and by so doing, facilitate inter-disciplinary integration as well as the integration of education and training. These are broad and macro-outcomes that are linked to national goals (Olivier, 1997: 17). They are also

“personal, thinking and life skills which are the abilities that people need to be active, responsible and successful members of society” (Olivier, 1998: 33).

Seven Critical Cross-Field Outcomes have been adopted by SAQA (DOE, 1997b: 24), and state that learners will be able to:

1. Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
2. Work effectively with others as a member of a team, group, organisation, community.
3. Organise and manage oneself and one's activities responsibly and effectively.
4. Collect, analyse, organise and critically evaluate information.
5. Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

When learners have achieved these seven Critical Cross-Field Outcomes they will have mastered an additional five outcomes that have been defined in order to contribute to the full personal development of each learner, as well as the social and economic development of society at large, and include (DOE, 1997b: 24; Olivier, 1998: 34):

1. Reflecting on and exploring a variety of strategies to learn effectively;
2. Participating as responsible citizens in the life of local, national and global communities;
3. Being culturally and aesthetically sensitive across a range of social contexts;
4. Exploring education and career opportunities; and
5. Developing entrepreneurial abilities.

1.7.22.2 Specific Outcomes

Specific Outcomes are contextually demonstrated knowledge, skills, attitudes and values that reflect the Critical Cross-Field Outcomes (DOE, 1996a: 26). These outcomes express the results of narrowly defined aspects of learning within each of the eight Learning Areas (Olivier, 1997: 9). The eight different Learning Area Committees (LACs) have identified 66 Specific Outcomes by relating the context of that Learning Area to the Critical Cross-Field Outcomes.

The characteristics of Specific Outcomes are that they are:

- Achievements learners should be able to demonstrate in a specific context in particular areas of learning at a specific level.
- A comprehensive package of achievements to be accomplished in order to constitute a Learning Programme.
- The basis for assessing the progress of learners.
- The basis for selecting subject matter needed to achieve outcomes.
- The basis for selecting cognitive learning objectives and technical skills which will enable learners to achieve outcomes.
- Together with Assessment Criteria, linked to credits and qualifications (Olivier, 1997: 9).

Table 1.1 presents the Specific Outcomes for each of the eight Learning Areas.

Table 1.1: The Specific Outcomes for each of the Eight Learning Areas

| Learning Area | Specific Outcomes |
|---|---|
| Language, Literacy and Communication (LLC) | <ol style="list-style-type: none"> 1. Make and negotiate meaning and understanding 2. Show critical awareness of language usage 3. Respond to the aesthetic, affective, cultural and social values in texts 4. Access, process and use information from a variety of sources and situations 5. Understand, know and apply language structures and conventions in context 6. Use language for learning 7. Use appropriate communication strategies for specific purposes and situations |
| Human and Social Sciences (HSS) | <ol style="list-style-type: none"> 1. Demonstrate a critical understanding of how South African society has changed and developed 2. Demonstrate a critical understanding of patterns of social development 3. Participate actively in promoting a just, democratic and equitable society 4. Make sound judgements about the development, utilisation and management of resources 5. Critically understand the role of technology in social development 6. Demonstrate an understanding of interrelationship between society and the natural environment 7. Address social and environmental issues in order to promote development and social justice 8. Analyse forms and processes of organisations 9. Use a range of skills and techniques in the Human and Social Sciences context |
| Technology (T) | <ol style="list-style-type: none"> 1. Understand and apply the technological process to solve problems and satisfy needs and wants 2. Apply a range of technological knowledge and skills ethically and responsibly 3. Access, process and use data for technological purposes 4. Select and evaluate products and systems 5. Demonstrate an understanding of how different societies create and adapt technological solutions to particular problems 6. Demonstrate an understanding of the impact of technology 7. Demonstrate an understanding of how technology might reflect different biases, and create responsible and ethical strategies to address them |
| Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS) | <ol style="list-style-type: none"> 1. Demonstrate an understanding about ways of working with numbers 2. Manipulate number patterns in different ways 3. Demonstrate understanding of the historical development of mathematics in various social and cultural contexts 4. Critically analyse how mathematical relationships are used in social, political and economic relations 5. Measure with competence and confidence in a variety of contexts 6. Use data from various contexts to make informed judgements 7. Describe and represent experiences with shape, space, time and motion, using all available senses 8. Analyse natural forms, cultural products and processes as representations of shape, space, and time 9. Use mathematical language to communicate mathematical ideas, concepts, generalisations and thought processes 10. Use various logical processes to formulate, test and justify conjectures |
| Natural Sciences (NS) | <ol style="list-style-type: none"> 1. Use process skills to investigate phenomena related to the Natural Sciences 2. Demonstrate an understanding of concepts and principles, and acquired knowledge in the Natural Sciences 3. Apply scientific knowledge and skills to problems in innovative ways 4. Demonstrate an understanding of how scientific knowledge and skills contribute to the management, development and utilisation of natural and other resources 5. Use scientific knowledge and skills to support responsible decision-making 6. Demonstrate knowledge and understanding of the relationship between science and culture 7. Demonstrate an understanding of the changing and contested nature of knowledge in the Natural Sciences 8. Demonstrate knowledge and understanding of ethical issues, bias and inequities related to the Natural Sciences 9. Demonstrate an understanding of the interaction between the Natural Sciences and socio-economic development |

Table 1.1 (Cont'd): The Specific Outcomes for each of the Eight Learning Areas

| Learning Area | Specific Outcomes |
|---|--|
| Arts and Culture (AC) | <ol style="list-style-type: none"> 1. Apply knowledge, techniques and skills to create and be critically involved in arts and culture processes and products 2. Use the creative processes of arts and culture to develop and apply social and interactive skills 3. Reflect on and engage critically with arts experience and works 4. Demonstrate an understanding of the origins, functions and dynamic nature of culture 5. Experience and analyse the role of the mass media in popular culture and its impact on multiple forms of communication and expression in the arts 6. Use art skills and cultural expressions to make an economic contribution to self and society 7. Demonstrate an ability to access creative arts and cultural processes to develop self esteem and promote healing 8. Acknowledge, understand and promote historically marginalised arts and cultural forms and practices |
| Economic and Management Sciences (EMS) | <ol style="list-style-type: none"> 1. Engage in entrepreneurial activities 2. Demonstrate personal role in economic environment 3. Demonstrate the principles of supply and demand and the practices of production 4. Demonstrate managerial expertise and administrative proficiency 5. Critically analyse economic and financial data to make decisions 6. Evaluate different economic systems from various perspectives 7. Demonstrate actions which advance sustained economic growth, reconstruction and development in South Africa 8. Evaluate the interrelationships between economic and other environments |
| Life Orientation (LO) | <ol style="list-style-type: none"> 1. Understand and accept themselves as unique and worthwhile human beings 2. Use skills and display attitudes and values that improve relationships in family, group and community 3. Respect the rights of people to hold personal beliefs and values 4. Demonstrate value and respect for human rights as reflected in Ubuntu and other similar philosophies 5. Practice acquired life and decision-making skills 6. Assess career and other opportunities and set goals that will enable them to make the best use of their potential and talents 7. Demonstrate the values and attitudes necessary for a healthy and balanced lifestyle 8. Evaluate and participate in activities that demonstrate effective human movement and development |

Source: DOE, 1997b: 22, 46, 84, 108, 133, 167, 194-220.

1.7.23 Rationale

The Rationale serves to clarify the way in which each of the Learning Areas relate to the Critical Cross-Field Outcomes and the way in which they were derived from the twelve Fields of Learning (DOE, 1997e: 25).

1.7.24 Assessment Criteria

The Assessment Criteria is a broad statement that describes the type of evidence a teacher would need to collect in order to decide whether a learner has achieved a Specific Outcome (DOE, 1997e: 17; Olivier, 1998: 36). These criteria describe the observable processes and products of learning that will serve as culminating demonstrations of a learner's achievement.

1.7.25 Range Statements

The Range Statements indicate the scope, depth and parameters of an achievement (DOE, 1997e: 24). Although this statement gives an indication of the critical areas of content, processes and the context in which the learner should engage in order to reach an acceptable level of achievement, it does not prescribe the content that should be used to achieve the specific outcome to which it refers.

1.7.26 Performance Indicators

The Performance Indicator is a detailed description of how much a learner should know and be able to do in order to demonstrate achievement (DOE, 1997e: 23; Olivier, 1998: 36). The Assessment Criteria and Range Statement indicate the type of evidence that should be provided, but do not indicate the degree to which competence must be demonstrated in order to achieve a Specific Outcome. The Performance Indicator provides detail of the content and processes that learners should master, as well as the learning contexts in which the learning should take place.

1.7.27 Competence

Competence is defined by the SAQA as applied competence (SAQA, 2000: 8). This includes practical, foundational and reflexive competence (SAQA, 2000: 8). Practical competence is the ability that is demonstrated in an authentic context. Foundational competence is demonstrated as the understanding of the knowledge and thinking that underpins the action that is taken. Reflexive competence is the ability of the learner to integrate performances and decision-making with understanding. The latter demonstrates the ability of the learner to apply acquired knowledge and mastered skills in a variety of contexts.

1.7.28 Phases

Three phases are defined in the GET Band of the NQF. Foundation Phase includes Grade 1 to 3 as well as the four levels of Adult Basic Education and Training (ABET) and the Early Childhood Development (ECD) Phase. The Intermediate Phase includes Grade 4 to 6 and the Senior Phase includes Grades 7 to 9.

1.7.29 Phase Organisers

Phase Organisers are themes suggested by the DOE to facilitate planning, organisation and assessment of Learning Programmes (DOE, 1997c: iv). Six Phase Organisers have been prescribed by the DOE to facilitate planning, organisation and assessment of Learning Programmes (DOE, 1997c: iv). The six Phase Organisers are:

- Personal Development;
- Health and Safety;
- Environment;
- Society;
- Entrepreneurship; and
- Communication (DOE, 1997c: iv).

These six Phase Organisers are to be used, without change, in the Foundation Phase. However, the Phase Organisers have been adapted as follows for the Intermediate and Senior Phases of the GET Band (Protec, 1999a):

- Communication;
- Culture and Society;
- Environment;
- Economy and Development; and
- Personal Development and Empowerment.

1.7.30 Programme Organisers

Programme Organisers are sub-themes related to the Phase Organisers and help the teacher to divide the large Learning Programme into smaller units. It is a tool used to group outcomes for learning to ensure that important areas of learning are covered in the holistic education of the learner (DOE, 1997c: ii). Programme Organisers are identified and selected by teachers and are not prescribed by the DOE.

1.7.31 Learning Programmes

A Learning Programme is the vehicle through which the curriculum is implemented at various sites of learning such as schools (DOE, 1997: 15). The policy documents use the term Learning Programmes to describe two facets of the OBE curriculum process. Firstly, a Learning Programme describes the combination of Learning Areas used to organise and design learning activities in the different phases. The three Learning Programmes derived for the Foundation Phase are Literacy, Numeracy and Life Skills, (DOE, 1997c: 9). The Intermediate Phase has five Learning Programmes, namely, Language, Literacy and Communication; Mathematical Literacy, Mathematics and Mathematical Sciences; Natural Sciences and Technology; Human, Social, Economic and Management Sciences; and Arts, Culture and Life Orientation (DOE, 1997d: 4). The Senior Phase prepares learners for the FET Band of the NQF, thus, all eight Learning Areas are used as Learning Programmes in this phase (DOE, 1997e: 14). These Learning Areas are presented in paragraph 1.6.20.

Secondly, a Learning Programme describes the overall plan of teaching and learning used to organise the learning activities that the learner will need to engage in, in order to achieve Specific Outcomes (DOE, 1997e: 21). This Learning Programme includes the Critical Cross-Field Outcomes, Specific Outcomes, Assessment Criteria, Range Statements, Performance Indicators and Notional Time.

1.7.32 Illustrative Learning Programmes

Illustrative Learning Programmes (ILPs) are complete sets of learning activities developed by working groups formed by Provincial Education Departments, in order to assist teachers implementing OBE in schools for the first time and to serve as examples of how the teacher should plan and organise different learning activities.

1.7.33 Notional Time

Notional Time or Notional Learning Time includes the contact time, time taken for learner's efforts and preparation time used when learning competencies in order to successfully demonstrate outcomes (DOE, 1997e: 31). The DOE proposes that 10 hours of Notional Learning Time be granted a value of one credit (DOE, 1996a: 39).

Notional Time differs for each phase of the GET Band and is summarised in Table 1.2.

Table 1.2: Notional Learning Time for the different Phases in the GET Band

| Foundation Phase | | Intermediate Phase | | Senior Phase | |
|--------------------|-----------------|--|-----------------|--|-----------------|
| Learning Programme | % Notional Time | Learning Programme | % Notional Time | Learning Programme | % Notional Time |
| Flexi-time | 25% | Flexi-time | 5% | Flexi-time | 5% |
| Numeracy | 25% | Language, Literacy and Communication (LLC) | 35% | Language, Literacy and Communication (LLC) | 20% |
| Literacy | 25% | Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS) | 15% | Human and Social Sciences (HSS) | 10% |
| Life Skills | 25% | Natural Sciences and Technology (NST) | 15% | Technology (T) | 10% |
| | | Human, Social, Economic and Management Sciences (HSEMS) | 15% | Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS) | 13% |
| | | Arts, Culture and Life Orientation (ACLO) | 15% | Natural Sciences (NS) | 12% |
| | | | | Arts and Culture (AC) | 10% |
| | | | | Economic and Management Sciences (EMS) | 10% |
| | | | | Life Orientation (LO) | 10% |

Source: DOE, 1997c: v; DOE, 1997d: v; DOE, 1997e: 31-32.

1.7.34 Progress Maps

Progress Maps are documents developed as part of a joint curriculum development project of the Gauteng Department of Education (GDE) and the Gauteng Institute of Curriculum Development (GICD) (GDE & Gauteng Institute of Curriculum Development (GICD), 1998: 3). A Progress Map describes the levels of achievement marking important stages in the learner's progress (GDE & GICD, 1998: 3).

In order to present the Level Descriptors in a cohesive and comprehensive way, the Progress Maps for each Learning Area is divided into Strands and Sub-Strands. These Strands and Sub-Strands are broad groupings of concepts and skills included in each of the Learning Areas (GDE & GICD, 1999g: 5). The different Strands and Sub-Strands used in each of the Learning Areas are listed in Table 1.3.

Six levels of progress are described for each Strand or Sub-Strand identified in the Learning Areas. The simplest level of achievement, usually achieved by a learner in the Foundation Phase, is level 1, whereas the most complex level that a learner might achieve in the GET Band of the NQF, is described in level 6. Although these levels of progress do not correspond to the different phases of the GET Band, it is expected that the learners will achieve levels 1 and 2 in the Foundation Phase. Similarly it is expected that the learners will achieve levels 3 and 4 in the Intermediate Phase and levels 5 and 6 in the Senior Phase (GDE & GICD, 1998: 9).

The Department of Education never accepted the Progress Maps as policy documents. However, the lack of documentation that provide Level Descriptors for the different phases of the GET has forced the researcher to consult these documents.

Table 1.3: Strands and Sub-Strands for each Learning Area

| Learning Area | Strand | Sub-Strand |
|--|--|---|
| Technology (T) | Technological Processes | Investigate; Design and Plan; Make; Evaluate |
| | Systems and Control | Mechanical Systems; Electrical Systems |
| | Materials and Processing | Food; Textiles; Resistant Materials |
| | Structures | No Sub-Strands |
| | Energy | No Sub-Strands |
| | Communication | No Sub-Strands |
| | Critical Consumer | No Sub-Strands |
| Natural Sciences (NS) | Technology and Society | Technology in Time and Place; Technology and Biases |
| | Doing Science | Planning Investigations; Conducting Investigations; Processing and Communicating Data From Investigations |
| | Science in Society | Science, Technology, and Responsible Development; Science and Culture, Values and Ethics |
| | Life and Living | Diversity, Change and Continuity; Life Processes and Healthy Living; Interaction Within Environments |
| | The Planet Earth and Beyond | The Changing Earth; The Earth in Space |
| | Matter and Materials | The Nature and Properties of Matter; Changing Matter and Materials |
| Arts and Culture (AC) | Energy and Change | Energy Sources, Uses and Transfers; Forces and Movement as Change |
| | Visual Arts | Creating/Making |
| | Drama | Elements and Vocabulary |
| | Music | Presenting/Sharing |
| Life Orientation (LO) | Dance | Appreciating/Appraising; Cultural Context – Past/Present |
| | A Personal Sense of Identity | My Emotions ; My Rights and Responsibilities; My Beliefs and Values |
| | Healthy Lifestyles and Support Systems | My Health; Health in My Community |
| | Actions and Movement | My Movement and Actions; Movement in My World |
| | The World of Work | Exploring the World of Work |
| Human and Social Sciences (HSS) | Life Skills | Building Relationships; Coping Skills |
| | People and Society Over Time | People and Societies in Southern Africa; People and Societies in Other Parts of Africa and the World; Time and Change |
| | People and Their Environment | Developing and Managing Resources; Social Welfare and Development |
| | Democracy and Citizenship | Human Rights; Participatory Citizenship; Governance |
| Language, Literacy and Communication (LLC) | Graphicacy Skills | Interpreting Maps; Using Graphs and Pictures |
| | Texts | No Sub-Strands |
| | Contextual Understanding | No Sub-Strands |
| | Linguistic Structures and Features | No Sub-Strands |
| Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS) | Strategies | No Sub-Strands |
| | Number | No Sub-Strands |
| | Shape and Space | Shape; Vision; Location |
| | Measurement | No Sub-Strands |
| Economic and Management Sciences (EMS) | Data | Collecting Data; Organising and Presenting Data; Analyzing, Interpreting and Justifying Data; Chance |
| | The Market | Needs and Wants; Price Formation |
| | Making a Living | Running Your Own Business; World of Work; Rights and Responsibilities |
| | Management | Management Tasks and Functions; Economics and Financial Data; General Administration Skills |
| Economic and Management Sciences (EMS) | The Environment of Business | Economics Systems and Important Role-Players; Economics Growth and Development |

****LLC is divided into three modes, namely Speaking and Listening; Reading and Viewing; Writing.**

Source: GDE & GICD, 1999g: 5-6; GDE & GICD, 1999f: 3-4; GDE & GICD, 1999a: 5; GDE & GICD, 1999d: 4; GDE & GICD, 1999c: 2 – 6; GDE GICD, 1999h: ; GDE & GICD, 1999e: 5; GDE & GICD, 1999b: .

1.8 LAYOUT OF THE DISSERTATION

A brief overview of the layout of the dissertation is included in order to clarify the way in which the document is written.

Chapter One includes the introduction, problem statement, research objectives, description of terms, variables and conceptual framework of the research.

Chapter Two is a compilation of the literature that has been read and studied as theoretical background to the research.

Chapter Three outlines the research design and techniques used to collect data. The following will be discussed:

- The use of structured group meetings to generate the housing education and training core concepts;
- The document analysis of specific core subject curriculums, to determine the frequency of the occurrence of the housing education and training core concepts, as well as the relevance of the identified housing education and training core concepts to housing education in the GET Band; and
- The focus group that will verify and confirm the findings in the first two phases of the research, namely the structured group meetings and the document analysis.

Chapter Four reports and discusses the results of the research.

Chapter Five presents the knowledge, skills, attitudes and values embedded in each of the sixteen housing education and training core concepts. This information is used in Chapter Five to develop the housing education and training outcomes, that are related to the Specific Outcomes present in Curriculum 2005. This chapter also illustrates which Phase Organisers can be used to cluster the housing education and training outcomes when introducing housing education content into the curriculum of the Foundation, Intermediate and Senior Phase learners.

Chapter Six presents a model, informed by the outcomes-based curriculum design process, that will facilitate the introduction of the housing education and training core concepts into the GET Band of the NQF using the constructs of Curriculum 2005.

Chapter Seven presents the major findings, recommendations and final conclusions regarding the results of the research and the recommendations made in Chapter Five and Six.

1.9 LIST OF ACRONYMS

| | |
|------|--|
| ABET | Adult Basic Education and Training |
| AC | Arts and Culture |
| AML | Association of Mortgage Lenders |
| ATM | Automatic Teller Machine |
| BCIG | Bulk Connector Infrastructure Grant |
| CASS | Cummulative Assessment |
| CEM | Council of Education Ministers |
| CSIR | Council for Scientific and Industrial Research |
| DOE | Department of Education |
| ECD | Early Childhood Development |
| EMS | Economic and Management Sciences |
| FET | Further Education and Training |
| GDE | Gauteng Department of Education |
| GET | General Education and Training |
| GICD | Gauteng Institute of Curriculum Development |
| HET | Higher Education and Training |
| HSS | Human and Social Sciences |
| IEB | Independent Examination Board |
| ILP | Illustrative Learning Programme |
| LAC | Learning Area Committee |
| LLC | Language, Literacy and Communication |
| LO | Life Orientation |

| | |
|--------|--|
| LSEN | Learners with Special Educational Needs |
| MIF | Mortgage Indemnity Fund |
| MIP | Municipal Infrastructure Programme |
| MLMMS | Mathematical Literacy, Mathematics and Mathematical Sciences |
| NGO | Non-Government Organisation |
| NGT | Nominal Group Technique |
| NHBRC | National Home Builders Registration Council |
| NHFC | National Housing Finance Corporation |
| NQF | National Qualifications Framework |
| NS | Natural Sciences |
| NURCHA | National Urban Reconstruction and Housing Agency |
| OBE | Outcomes-Based Education |
| PIN | Personal Identity Number |
| RDP | Reconstruction and Development Programme |
| RPL | Recognition of Prior Learning |
| SANEP | South African National Education Policy |
| SAQA | South Africa Qualifications Authority |
| SIPPS | Special Integrated Presidential Lead Projects on Urban Renewal |
| T | Technology |

CHAPTER 2

REVIEW OF THE LITERATURE

2.1 INTRODUCTION

Educating the potential South African housing consumer is a challenge that can be partially met through the inclusion of housing education content to the General Education and Training (GET) Band of the National Qualification Framework (NQF). An understanding of the South African housing context, as well as the national housing policy will provide the necessary background and justification regarding the need for consumer education. An overview of the knowledge and skills necessary to equip the individual as an informed and responsible housing consumer is followed by a comprehensive discussion of the National Qualifications Framework (NQF), outcomes-based education (OBE) and the structures and mechanisms underlying the curriculum development process used in the GET Band of the NQF.

2.2 HOUSING

The following section presents an overview of housing within the South African context. Housing is defined, the current housing context in South Africa is discussed and the housing policy in South Africa is discussed. The housing consumer, the problems experienced by the housing consumer, as well as the housing decision-making process are also discussed in this section.

2.2.1 Definition of Housing

Housing is a complex term to define. It is more than a physical requirement, it is also a social artefact, an economic good, capital stock and a status symbol (Department of Housing (DOH), 1995: 5; Bourne in Meyer, 1997: 150). Housing is both a product and a process (DOH, 1996: 3).

As a product housing includes not only the structure, but also the residential environment, the neighbourhood, the micro-district or environs together with the services, facilities, equipment and devices needed for the “physical health and social well-being of the family and individual” (Anon in Crofton, 1997: 3). As a process housing involves the provision and maintenance of housing stock by the household or private and public-sector stakeholders (White, 1986: 190).

Meyer (1997: 150) defines housing as an instrument at different levels of analysis. These definitions are summarised in Table 2.1. These definitions emphasise the important role that housing plays at a macro-level, intermediate and micro-level, and the contribution it makes to society as a whole.

Table 2.1: Defining Housing - Levels of Analysis

| Level of analysis | Definition |
|---------------------------------|---|
| Macro-level or State | Housing is an instrument for economic growth and political stability |
| Intermediate level or community | Housing is an instrument for the provision of infrastructure, service delivery, community building and neighbourhood creation |
| Micro-level or individual | Housing is an instrument for family livelihood, protection, property investment and resting |

Source: Meyer, 1997: 150

The study of housing encompasses the units in which people live, the housing market, the means of acquiring a home, problems encountered when obtaining a home and the effects of housing on people (Lindamood & Hanna, 1979: 1). White (1986: 189) states that “the study of housing focusses on the relationships among homes and neighbourhoods and the well-being of people and their communities”.

For the purpose of this study housing will be defined as “a variety of processes through which habitable, stable and sustainable public and private residential environments are created for viable households and communities” (DOH, 1994: 21).

2.2.2 The South African Housing Context

After the elections in 1994 housing became one of the top priorities of the Government of National Unity (Meyer, 1997: 149). This great challenge arose because of the enormous number of black South Africans that were homeless as a result of the housing policy upheld by the tricameral system (Botshabelo Housing Accord, 1994: 14). Added to the housing crisis was the tremendous housing backlog compounded by the despair and impatience of the homeless and an extremely complicated bureaucratic, administrative, financial and institutional housing framework (DOH in Meyer, 1997: 151).

A new housing policy needed to be put in place that would be process driven, contribute to the building of communities and, by so doing, reduce the amount of crime and social disorder prevalent in many low-income housing communities (Smit, 1996). The Housing Accord reached at Botshabelo in 1994 endorsed the aim of Government to “establish a sustainable housing process which will eventually enable all South Africa’s people to secure housing with secure tenure, within a safe and healthy environment and viable communities in a manner that will make a positive contribution to a non-racial, non-sexist, democratic and integrated society, within the shortest possible time frame” (Botshabelo Housing Accord, 1994: 13).

On this occasion a declaration was signed by all the different sectors of housing towards establishing a sustainable housing process and included the homeless, Government, communities and civil society, the financial sector, emerging contractors, the established construction industry, building material suppliers, employers, the international community and the developers (Botshabelo Housing Accord, 1994: 17 – 31). In order to promote this process, certain housing support mechanisms needed to be considered that would, *inter alia*, provide:

- “Advice and support to communities in the planning and funding of new housing developments and their continuous upgrading;

- Advice to prospective homeowners/tenants on technical, legal and financial, as well as consumer protection aspects;
- Planning assistance, including the quantification and costing of material and other requirements;
- Assistance and advice in respect of contracting and supervision;
- Assistance and advice in terms of material procurement; and
- Advisory support during the implementation/construction process” (Botshabelo Housing Accord, 1995: 60).

Most of the structures put in place by Government in the new housing policy would need to make housing accessible to those households in need of proper housing who could not access housing finance through conventional channels (Botshabelo Housing Accord, 1995: 60; DOH, 2000b(i): 2).

The National Housing Code, released by the Minister of Housing in March 2000, supports the statement made by Government in the White Paper promulgated in December 1995, that housing can only be provided if the combined resources, efforts and initiatives of communities, the private and commercial sector, and the State are mobilised and harnessed (DOH, 1994: 28). This aim is to be pursued through seven key strategies:

- “Stabilising the housing environment in order to ensure maximal benefit of State housing expenditure and mobilising private sector investment;
- Facilitating the establishment or directly establishing a range of institutional, technical and logistical housing support mechanisms to enable communities to, on a continuous basis, improve their housing circumstances;
- Mobilising private savings (whether by individuals or collectively) and housing credit at scale, on a sustainable basis and simultaneously ensuring adequate protection for consumers;
- Providing subsidy assistance to disadvantaged individuals to assist them to gain access to housing;
- Rationalising institutional capacities in the housing sector within a sustainable long-term institutional framework;

- Facilitating the speedy release and servicing of land; and
- Coordinating and integrating public sector investment and intervention on a multi-functional basis” (DOH, 2000b(i): 6).

The policy put forward in the White Paper in 1994 could only take effect once four key areas had been identified and addressed (Ministry of Housing, 1997: 3). Inequitable housing distribution, institutional fragmentation and an enormous housing backlog were issues inherited by the Government as part of the **legacy of the past**. The uncertainty brought about by the **interim constitutional dispensation** affected the division of roles and responsibilities; national policy and regulatory frameworks were vague; horizontal and vertical coordination frameworks were lacking and fiscal allocation was ambiguous. The limited capacity of Government to finance housing, escalating housing costs, hiking interest rates and the country’s slow recovery from the recession, all contributed toward the **state of the economy**. Insufficient economic, political and fiscal certainty, as well as policy and administrative uncertainty, resulted in the **lack of capacity** in all housing-related sectors (Ministry of Housing, 1997: 3).

In order to facilitate the implementation of each of the seven strategies, Government established partnerships with different stakeholders in housing, as well as promulgating different laws that are upheld by the National Housing Policy. The way in which each of the strategies is being addressed by Government will be discussed in the following section.

2.2.2.1 Stabilising the Housing Environment

The resources, energy and initiative of the public and private sector needed to be harnessed in order to reconstruct and develop communities into stable living environments. Individuals and households had to become aware of their responsibilities within the social structure. Private sector involvement in the stabilising of housing environments had been minimal, largely due to the low-income housing market being a high risk, low return venture (Ministry of Housing, 1996: 2). Different types of risks

discouraged private sector involvement. The continued culture of non-payment and repayment boycotts constituted a political risk. Crime- and violence-related risks were still prevalent, especially in low-income communities. Local authority approvals and unpredictable time delays were perceived as administrative risks. Although there was still a great demand for housing, it remained unaffordable to many South African housing consumers and therefore was perceived as a commercial risk. The element of risk evident in the low-income housing market therefore needed to be reduced to encourage private sector involvement, as intended by Government (Ministry of Housing, 1996: 2; DOH, 1994: 27).

To address this problem the Government signed the Record of Understanding with the Association of Mortgage Lenders (AML) in October 1994 (DOH, 2000b(i): 6). This agreement was aimed at increasing the availability of credit to potential housing consumers, as well as undertaking a range of risk alleviation interventions that would encourage financial institutions to make housing finance available to the higher risk sector of the market (DOH, 2000b(i): 6). Four risk alleviation interventions were initiated. The **Masakhane Campaign** was launched as a Government driven campaign aimed at changing public perceptions and attitudes towards the payment of services and mortgage or rent (DOH, 2000b(i): 7). This project was launched by Government in 1995 to encourage awareness, nurture nation building and bring people together so that communities could be empowered (DOH, 2000b(i): 7; Anon, 1995: 25). One of the biggest problems addressed by this campaign was the culture of non-payment, used in unstable communities as a political weapon. The success of this campaign would accelerate the delivery of basic services and housing; stimulate economic development in urban and rural areas; promote the resumption of rent, services and bond payments; create conditions for large-scale investments in housing and services infrastructure and promote the creation of conditions conducive to effective and sustainable local governance (DOH, 2000b(i): 7; Ministry of Housing, 1997b: 10).

The **Mortgage Indemnity Fund (MIF)** was a Government-owned company established for a three-year period to encourage mortgage lenders to resume lending in the affordable

housing market (DOH, 2000b(i): 7). **Servcon Housing Solutions** is a private company that was established in June 1995 in order to assist households that might have defaulted on their loans, to resume payment through the Payment Normalisation Programme offered to lenders (DOH, 2000b(i): 7). The **National Home Builders Registration Council (NHBRC)**, also established in June 1995, aimed to ensure good quality standards for the home building industry and the protection of housing consumers from unscrupulous builders (DOH, 2000b(i): 8).

However, the closure of the MIF required that a new agreement be formulated. This happened in April 1998 with the signing of the New Deal (DOH, 2000b(i): 8). This agreement was aimed at facilitating greater cooperation and sharing between Government and the Banks, in the absence of the MIF. The key elements of the New Deal are summarised in the National Housing Code as follows:

- “All properties in possession and non-performing loans covered by MIF and not resolved by May 1998, will be placed under a new portfolio to be managed by Servcon until resolved, for a period of 8 years (until 2006);
- MIF cover on this portfolio and other loans covered under the Record of Understanding (ROU) will immediately be terminated, with no recourse under any circumstance; and
- A Policy Committee under the Chairmanship of the Minister of Justice and Chair of the Banking Council will be established to review progress relating to the effectiveness of the legal process to address default on mortgage loans” (DOH, 2000b(i): 8).

Thubelisha Homes was also established as a Section 21 Company by Servcon and the Government. The mandate of this company is to develop housing stock that would be appropriate for rightsizing, so that Servcon’s Payment Normalisation Programme could be fully implemented (DOH, 2000b(i): 8).

2.2.2.2 Mobilising Housing Credit

The focus of this strategy overlaps some of the aims of the first strategy, that of stabilising the housing environment. It focusses on encouraging lending to the low-income sector by managing and reducing the commercial risk and sharing it between a range of players that include the individual, the private sector and the Government (DOH, 2000b(i): 9). Financial and development guarantees are provided, using Government funds, in order to indemnify financial institutions from loss of investment. It also aims to mobilise credit provision by sharing the risk with financial institutions that provide housing finance in the low-income sector.

Three institutions are spearheading the mobilisation of housing credit, namely The National Housing Finance Corporation (NHFC), the National Urban Reconstruction and Housing Agency (NURCHA) and the Social Housing Foundation (SHF) (DOH, 2000b(i): 9).

The NHFC is a public company wholly owned by the Government. Its role is to “increase the number and type of institutions that provide housing credit to low-income earners” (DOH, 2000b(i): 9). Four wholesale programmes are being used to facilitate this process. The Niche Market Lenders Programme (NML) is targeted at housing institutions, non-bank lenders and small banks who usually focus on the non-traditional, micro- and niche-financial sector. The Housing Equity Fund (HEF) targets new and emerging housing institutions and non-bank lenders who provide finance to the low-income housing market. The Rural Housing Loan Fund (RHLLF) targets all types of financial institutions that operate in rural areas including social housing institutions, non-bank lenders, housing institutions and small banks. The Housing Institutions Development Fund (HIDF) targets housing institutions formed by employers, municipalities, developers and non-governmental organisations.

The NHFC has also established Gateway Home Loans, a subsidiary company that has initiated a programme aimed at addressing the gap in the mortgage loan market for loans between R10 000 and R50 000 (DOH, 2000b(i): 10).

NURCHA's mandate is to address the housing backlogs and inequities of the past. It facilitates the development of low cost housing, especially for those families earning up to R1 500 per month (DOH, 2000b(i): 10). Two programmes are used by this organisation to fulfil their mandate. The Guarantee Programme offers guarantees to encourage financial institutions to provide bridging finance loans to developers and contractors. It also offers end-user finance to assist people who do not meet the criteria of existing lending institutions.

The Joint Venture Development Fund is managed by NURCHA on behalf of the NHFC. This fund is used to invest money into joint ventures with private sector developers and contractors in order to encourage the development of housing in the R20 000 to R60 000 bracket (DOH, 2000b(i): 10).

The SHF was established by the NHFC to "promote, support and assist in the development of social housing in South Africa" (DOH, 2000b(i): 10). In order to fulfil this mandate, the SHF provides training, advice and technical support to established and emerging social housing institutions. It also works closely with the Housing Institutions Development Fund (HIDF) in order to raise funds for social housing developments

2.2.2.3 Providing Subsidy Assistance

This strategy is aimed at assisting households who are not able to access housing finance through conventional means, to gain access to housing (DOH, 2000b(i): 11). The aim of this strategy is to provide a subsidy to as many households as possible. Unfortunately, the Government is not able to provide a sufficient subsidy to cover the costs of providing a formal and complete house to every household. Rather, a lesser subsidy is being provided to more families. Three programmes facilitate the implementation of this

strategy, and include the Housing Subsidy Scheme, the Discount Benefit Scheme and the Public Sector Hostels Redevelopment Programme.

The Housing Subsidy Scheme provides different types of subsidies to families that earn between R0 and R3 500 per month. The applicants need to satisfy a range of criteria before they are granted the subsidy. The eligibility criteria for applicants of the subsidies include the following:

- “S/he is married or cohabits with any other person or is single and has proven financial dependants;
- S/he is lawfully resident in South Africa;
- S/he is legally competent to contract: s/he is over 21 years of age, if not married;
- The gross monthly household income of his or her household does not exceed R3 500 per month;
- The beneficiary or spouse has not received a subsidy from the Government to buy a house previously; and
- S/he is first time property owner (DOH, 2000b(ii): 10-11).

These criteria apply to the six different subsidies that have been made available, namely the project-linked, individual, consolidation, institutional, relocation assistance and rural subsidy.

The value of the subsidy differs according to the income of the applicants and according to the type of subsidy being applied for. These amounts are presented in Table 2.2.

Table 2.2: The Housing Subsidy Income Categories

| Monthly Household Income | Project, Individual, Rural and Relocation Subsidies | Consolidation Subsidy | Institutional Subsidy |
|---------------------------------|--|------------------------------|------------------------------|
| R0 – R1 500 | R16 000 | R8 000 | R16 000 |
| R1 501 – R2 500 | R10 000 | R0 | R16 000 |
| R2 501 – R3 500 | R5 500 | R0 | R16 000 |

Source: DOH, 2000b(ii): 11

This amount can be increased by an additional amount of 15% if abnormal development costs are incurred due to locational, geotechnical or topographical conditions.

The subsidies can be used to construct a new, single housing unit or a new multiple unit complex, including flats. It can also be used to recondition or refurbish a building. The subsidy can be used to purchase or rent existing housing of any type, upgrade an existing unserviced or minimally serviced settlements and to purchase a serviced site where the top structure is built with the residual of the subsidy (DOH, 2000b(ii): 11).

The project-linked subsidy is made available to developers who are undertaking the development of an approved project on the behalf of a group of individuals. The total amount of the subsidy allocated to the project is paid progressively, where the payments are linked to predetermined milestones achieved by the developer. Each of the individuals in the group is assessed by the Provincial Housing Development Board regarding their eligibility for the subsidy.

The individual subsidy is made available to individuals who want to purchase a property and can be either non-credit linked or credit linked (DOH, 2000b(ii): 12). The non-credit linked individual subsidy is where the beneficiary uses only the subsidy amount to make the purchase. The credit linked individual subsidy is used in addition to another amount that has either been saved or lent from a financial institution, to make the purchase.

Households that received a serviced site under the previous subsidy programmes can apply for the consolidation subsidy that can be used for the construction or upgrading of the top structure (DOH, 2000b(ii): 11). The Provincial Housing Development Board pays the subsidy to the developer and payment is made to the service provider doing the construction or upgrading of the site.

An institution that has identified a project for a new housing development or for the upgrading of existing housing stock, can apply for the institutional subsidies (DOH, 2000b(ii): 11). Each of the people wanting to occupy a unit in the project needs to be

assessed according to their eligibility for the subsidy before the amount is awarded to the developer.

The relocation assistance subsidy is provided to people that have defaulted on the payment of their home loan (DOH, 2000b(ii): 13). This subsidy is directly linked to the loan rehabilitation process being undertaken by Servcon Housing Solutions. Applicants are assisted by Servcon to identify suitable, affordable housing.

The rural subsidy is provided to individuals or households who do not have legal security of tenure on a piece of land. This occurs when tenure is granted, for instance, in terms of laws and customs of tribes. Land tenure rights are currently being assessed by the Department of Land Affairs. The Interim Protection of Informal Land Rights Act of 1996 has been enacted in order to protect the tenure rights of individuals and families in the interim. This subsidy will therefore only be granted to individuals or households whose informal rights would remain uncontested during this process. However, should a household lose their right of tenure, and with it the subsidy, they will be able to apply for another subsidy (DOH, 2000b(ii): 14).

The Discount Benefit Scheme is aimed at assisting tenants and others to acquire ownership of state-financed rental housing (DOH, 2000b(ii): 14). An amount not exceeding R7 500 is deducted from the selling price of the unit. The residual amount then needs to be paid by the purchaser. People who qualify to benefit from this scheme are either lawful existing tenants who were in occupation before 15 March 1994 or existing purchasers or borrowers who still have an outstanding balance on the purchasing price or loan.

The Public Sector Hostels Redevelopment Programme is a grant that can be used for the upgrading of hostels owned by municipalities and Provincial Housing Development Boards (DOH, 2000b(ii): 15). The amount of the grant depends on the housing stock that is to be upgraded. If the stock to be upgraded is to be rented, then the developmental

grant is R16 000 per family or R4 000 per individual. If the stock is to be sold, then the potential buyer is able to apply for a subsidy, as presented in Table 2.2.

2.2.2.4 Provision of Institutional, Technical and Logistical Housing Support Mechanisms to enable Communities to improve their Housing Circumstances

The People's Housing Process facilitates the building and upgrading of housing by individuals, families or communities (DOH, 2000b(i): 13). Support organisations, funding and the People's Housing Partnership Trust, are institutional arrangements that have been reached by Government and other stakeholders. Support organisations are established by individuals or communities in order to assist individuals or families to secure housing subsidies, acquire the secure tenure of land and provide technical, financial, logistical and administrative support to housing subsidy beneficiaries regarding the building of their homes (DOH, 2000b(i): 13). Funding is provided in the form of the Facilitation Grant and the Establishment Grant. The former is provided to pay for the preparation of applications for subsidies and the latter is provided to support organisations to enable them to provide the technical, financial, logistical and administrative support to subsidy beneficiaries (DOH, 2000b(i): 21).

The People's Housing Partnership Trust is a national organisation that supports the People's Housing Process, implemented by Government. The programme aims at providing:

- "Advocacy, promotion, and the creation of support for the People's Housing process;
- Facilitating streamlined operational procedures for the delivery of land, finance and infrastructural services;
- Assistance to local organisations to organise and support People's Housing Initiatives;
- The development and promotion of technical skills and associated developmental support skills; and
- Ongoing facilitation and promotion of housing support functions and arrangements (DOH, 2000b(i): 14).

2.2.2.5 Rationalising Institutional Capacity

This strategy is aimed at establishing a single housing funding process in the Government sector (DOH, 2000b(i): 15). This was initiated under the Housing Arrangements Act (Act No. 155 of 1993) and is implemented in the form of the Housing Act (No. 107 of 1997).

The strategy is also aimed at creating a single and transparent institutional system in the Government, facilitated by the implementation of the Housing Act (No. 107 of 1997) (DOH, 2000b(i): 15). This act specifies the role of the national, provincial and municipal Government, and the statutory bodies, which are the South African Housing Development Board and the Provincial Housing Development Board.

2.2.2.6 Facilitating the Speedy Release and Servicing of Land

The speedy release and servicing of land is the focus of this strategy. The implementation of this strategy is supported by the promulgation of the Development Facilitation Act (DFA) (No. 76 of 1997), other Acts and policies, and the ensuring of appropriate standards (DOH, 2000b(i): 15).

The DFA provides a set of principles that facilitates the fast tracking of the land development process (DOH, 2000b(i): 16). The act also requires that Land Development Objectives (LDO) are developed by every municipality. These LDOs define the municipality's objectives with regard to the access to and the standards of services, urban and rural growth, and the number of housing units, sites or facilities to be delivered. Development tribunals are introduced by this act and are empowered, amongst other things, to facilitate the resolution of disputes by determining appropriate time frames in which these disputes must be resolved. The DFA also brought about the establishment of the Development Planning Commission. This commission is responsible for reviewing all provincial planning and the related legislation in South Africa.

Other legislation and policies that have been promulgated or developed in order to facilitate the speedy release and servicing of land include:

- Less Formal Township Establishment Act (No. 113 of 1991)
- Old Provincial Ordinances and new Provincial Acts
- Provision of Certain Land for Settlement Act (No. 126 of 1993)
- Land Acquisition Grant Policy
- Settlement Grant Policy
- Land Registration and Tenure Systems Policy
- Extension of Security of Tenure Act (No. 62 of 1997)
- Communal Property Association Act (No. 28 of 1996)
- Interim Protection of Land Rights Act (No. 31 of 1996)
- Land Reform (Labour Tenants) Act (No 3 of 1996)
- Upgrading of Land Tenure Rights Act (No. 112 of 1991)
- The Prevention of Illegal Eviction from and Unlawful Occupation of Land Act (No. 19 of 1998) (DOH, 2000b(i): 17).

The ensuring of appropriate standards for water, sanitation, roads, stormwater drainage and domestic energy is governed through the National Norms and Standards, as determined by the Department of Housing (DOH, 2000b(i): 17). This policy describes standards for infrastructure and housing. The standards that are applicable for housing in this policy, include the limit of R7 500 of a subsidy that can be paid on services, a minimum size of top structure, namely 30 m², and the specifications for water, sanitation, roads and stormwater drainage.

2.2.2.7 Coordinating Government Investment in Development

Different strategies have been implemented by Government to facilitate the coordination of inter-departmental activities. Inter-departmental forums, bi-lateral and multi-lateral meetings with other Departments are presented on an ad hoc basis (DOH, 2000b(i): 19). Policy formulation, implementation, monitoring and coordination is facilitated by

Housing Minmec, a committee that consists of the Minister of Housing, all the Provincial Members of Executive Councils (MECs) and a representative of the South African Local Government Association (SALGA). The Medium-Term Expenditure Framework and the Budget Management Committee is responsible for budgetary coordination. Information management is performed by means of the Housing and Urbanisation Information System (HUIS) that compiles data from a vast range of sources. It is used to generate reports that set out trends, projects performance, monitors fund allocations and spending.

It is clear from the discussion regarding the implementation of the seven strategies, that the National Housing Code affects all the stakeholders and role-players involved in housing. A consumer would need to be aware of the implications of this policy, as well as the ways in which the individual, family or household can benefit from the implementation thereof.

2.2.3 The Housing Consumer

Once an individual or family realises their dissatisfaction with their present housing circumstances, the housing decision-making process is initiated. The next section discusses the different facets of decision-making, thus emphasising the need of the potential housing consumer to be educated with regard to the different factors influencing this process.

2.2.3.1 The Decision-Making Process

Individuals, families and households are required to make decisions every day. However, not all decisions are related to housing. If one considers the optimising model of decision-making (Fox, Schwella & Wissink, 1991: 136), the following steps are taken when making a decision:

1. The need for a decision is ascertained. This first step is brought about by the realisation that an inconsistency exists between some desired state and the actual condition.

2. The decision criteria are identified. Certain criteria are important to the consumer when making a decision. The next step in the decision-making process would therefore be to determine what these criteria are.
3. Weights are allocated to the criteria. Once the consumer has determined which criteria are important when making the decision, then s/he will need to determine which criteria are most important.
4. The alternatives are developed. The different alternatives are listed and explained.
5. The alternatives are evaluated. Once a comprehensive list of alternatives has been developed, the consumer is able to evaluate each according to the advantages and disadvantages. This evaluation is performed by using the criteria and weighting determined in steps 2 and 3.
6. The best alternative is selected. Finally, the consumer will choose the best alternative from the list that was evaluated in step 5.

There are, however, certain shortcomings to this model (Lindblom in Fox *et al.*, 1991: 137). It is not always possible to isolate a problem and the cause thereof as it is usually embedded within other problems and their associated causes. Consumers seldom have the time to perform a thorough investigation of the different alternatives to the problem. Decisions are therefore often based on available information and individual preference. Sometimes the relationship between available alternatives and the consequence of the solution might be ambiguous. This could result in the consumer making a choice that has an unsatisfactory outcome.

The greatest shortcoming of this model is that the factors influencing the choice are not always taken into consideration when evaluating the alternatives. The next section explores the complex decision-making process and how it can be applied when making housing-related decisions.

2.2.3.2 The Housing Decision-Making Process

The housing decision-making process is a complex process that is influenced by many factors including values, attitudes, norms and aims (Trollip, Boshoff & Van Greuning, 1996: 62). Baker and Erasmus (1996: 92) identify six stages in the process, namely:

- Purchasing situation;
- Problem recognition;
- Information search and processing;
- Expected outcome and intentions;
- Purchaser's response; and
- Post-purchase response.

Each of these phases will be discussed so as to highlight the different factors that influence the process.

The **purchasing situation** arises when the individual, family or household realises that they are capable of buying or renting a house or some other form of housing (Baker & Erasmus, 1996: 91). This phase of the housing decision-making process is influenced by individual and environmental variables. *Individual influencing variables* include the needs, motives, personality, perceptions, educational level and attitudes of the individual and control internal thought processes. *Environmental influencing variables* include factors such as culture, social influences, pressure exerted by reference groups and the family and economic factors.

Once the individual, family or household is aware that they are able to buy or rent a home, they will need to quantify the problem by recognising the reason for their dissatisfaction with the current housing situation. This realisation will give rise to the **problem recognition** phase. The need to improve current living circumstances, the need for improved status and security, a change in the family size or a change in the financial

position of the family could all give rise to a feeling of anxiety, thus creating the need to make a decision.

However, certain blocking mechanisms might prevent or inhibit the individual from making a decision and will also need to be overcome. Such mechanisms could be internal, such as negative perceptions and attitudes, or they could be external, such as affordability, insufficient information, uncertainty about structural aspects and maintenance aspects.

One of the mechanisms that could be employed by the consumer, would be the need to **search for and to process information**. Information gained during this phase would be sought from objective sources that suit the needs of the consumer. This information would then need to be processed so that evaluation criteria can be developed with which to evaluate different alternatives. This search could be executed internally using the individual's frame of reference, or it could be performed externally by consulting sources such as brochures and pamphlets, financial experts or estate agents. Baker and Erasmus (1996: 94) emphasise the need for potential buyers to gather information on even the most basic housing information such as buying versus renting, housing loans and subsidies.

The consumer will then need to evaluate the merits of each of the alternatives. During this phase **expected outcomes** of the decision-making process will be determined. This evaluation process will be influenced by the consumer's more realistic expectations, as well as the idealistic aspirations. It is important to note that during this phase the consumer has not yet made a final decision.

The **purchaser's response** will then be determined by the choice of the alternative that best meets the criteria determined during the information search. This would amount to the consumer buying or not, and would culminate in a verbal or written agreement if the choice is to buy.

The **post-purchase response** is determined by the consumer's degree of satisfaction with the outcome of his/her choice. One of three responses could occur: the consumer could be satisfied, dissatisfied or neutral about the choice.

McCray, Weber and Claypool (1987: 52) include an additional two phases in their version of the housing decision-making process. Once the information search is completed, the consumer might need to **search for additional necessary information**. This additional phase might be necessary as housing-related information is not always readily available, and can sometimes only be accessed at a price (Quigley, 1980: 45). Another phase that is added by McCray *et al.* (1987: 52) is that of the **learning** that occurs due to the assessment of the outcome of the purchasing decision. Experience gained through the making of housing-related decisions is committed to memory and drawn upon when the consumer is faced with another similar situation.

2.2.3.3 Problems experienced by the Housing Consumer in South Africa

Housing is a basic need that should be accessible for all citizens of a country (Lindamood & Hanna, 1979: 80). It satisfies the physiological need for shelter and protection from the elements, as well as providing an environment where the individual and family can feel safe and where possessions and belongings are secure.

The problems experienced by the South African housing consumer while trying to satisfy these needs are varied and numerous. However, one of the greatest problems experienced by potential housing consumers is the lack of finances. The South African housing market is dominated by low-income households 80% of this market that cannot offer collateral in order to secure finance for housing (Housing Fax, 1998b: 1). The Home Loan and Mortgage Disclosure Bill (No. 53 of 2000) is currently being debated in the National Assembly and is aimed at addressing this problem (Loxton, 2000: 12). This legislation will force banks to disclose how much they lend for housing and to whom. It will also require that banks provide explanations for why loans are refused in certain areas.

However, consumers should be made aware that households earning an income through formally employed members, generally live in better housing conditions than other employees (Housing Fax, 1998a: 1). This is because formally employed people have a number of potential advantages that count in their favour when securing finance for adequate housing. A stable income improves the individual's ability to secure and repay mortgage loans awarded by banks. These individuals usually have access to collateral that can be ceded to secure mortgage loans.

The large number of home owners that are in arrears with their mortgage payments bear witness to the fact that housing consumers are ill-informed regarding the costs involved in buying a home (Housing Fax, 1998e: 3). Consumers are often only made aware of the initial cost of buying a home. Little attention is paid to educating the individual regarding the ongoing costs associated with maintaining the structure, paying for services and paying the mortgage.

Another strategy that has been engaged to address this problem in the housing market, is an attempt by employers to assist employees to access housing through different strategies (Housing Fax, 1998a: 2). The success that has been achieved by this strategy is due to the one-on-one counselling provided to individuals that lack "housing literacy" and who require personal advice in order to access housing.

Consumers are ill-informed regarding the provision of housing finance and the support mechanisms and organisations put in place by Government (Fakier, 1998: 5). They are also unaware of the unconventional sources of housing finance such as micro-loan organisations that offer a less complicated means of accessing housing finance (Housing Fax, 1998b: 4). However, consumers that are aware of this option would also need to be made aware of loan sharks and Automatic Teller Machine (ATM)-linked micro-lenders that hold borrowers' ATM cards and personal identity numbers (PIN) numbers as security.

The South African housing situation is unique in its context and, therefore, requires a unique and sustainable solution to the problems that are being experienced by current housing consumers. Although the education and training of learners during school-based learning will not solve this immediate problem, it will definitely provide a long-term solution by equipping potential housing consumers to make informed and responsible housing-related decisions.

2.3 HOUSING EDUCATION AND TRAINING

The foregoing discussion emphasised the need to educate potential housing consumers in order to minimise exploitation, increase housing satisfaction and inform previously disadvantaged communities that have access to formal housing for the first time.

Outcomes-based education (OBE) is the ideal vehicle that can be used to internalise knowledge, skills, values and attitudes required by the potential housing consumer to make informed and responsible decisions (Spady, 1994: 64). The Critical Outcomes guiding the curriculum development process in the National Curriculum specify that learners leaving the formal education system should be able to “identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made” (SAQA, 1998a: 8). Learners should also be able to “communicate effectively...” and “demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation” (SAQA, 1998a: 8).

The content needed to help the learner achieve the Critical Outcomes with regard to housing, needs to be identified, refined and included in the new curriculum using appropriate curriculum development processes based on the national education and training policy.

2.3.1 Housing-Related Content necessary for the Education of the Potential Housing Consumer

The housing policy in South Africa is aimed at housing that segment of the market with the greatest educationally disadvantaged background (Herbst, 1996: 2). Familiarity with the different institutional, technical and logistical support mechanisms established through this policy could therefore be used as a starting point for the education of the potential housing consumer (DOH, 1994: 27).

Although discontent with their present housing situation initiates the need for change, the change cannot even be considered without sufficient financial resources being accessible and available to the household (Lindamood & Hanna, 1979: 80). Knowledge of the cost related to different housing and tenure options, sources of housing finance and subsidies (Swart, 1996: 252; DOH, 2000b(i): 6), as well as the skills involved in applying and accessing these financial resources (DOH, 2000b(ii): 10-14; Swart, 1995: 252-256) is essential to the education of the informed housing consumer. Low-income households also need to be made aware of the institutions established by Government in order to simplify the accessing of housing finance (DOH, 2000b(i): 9-10). Responsibilities regarding the payment of mortgage loans and payment for the provision of housing-related services need to be internalised (Swart, 1995: 252 - 256). Knowledge of "hidden costs" (Swart, 1995: 252), often unknown to the consumer, will protect consumers from having to down-scale or even lose their homes.

Although Meyer (1997: 159) suggests that the housing consumer is more interested in the product, in other words the house, than the housing-delivery process, it is important that the consumer be made aware of the complexity of housing provision. Some of the factors affecting the housing-delivery process include the establishment of housing policy, political influence, non-payment for services, the availability of suitable land, the variety of housing options available to the consumer, different types of developers involved in housing construction and the different types of financing mechanisms made available for the consumers use (Makiwane, 1995: 3; Settlement Dynamics, 1996: 1, 3, 4 & 7).

Housing Policy is supported by legislation and includes the Development Facilitation Act, the Housing Act (No. 107 of 1997) and its amendments, the Rental Housing Act (No. 50 of 1999), the Housing Consumers' Protection Act (No. 95 of 1998) and the Home Loan and Mortgage Disclosure Bill (Notice 1147 of 2000). Although a potential housing consumer does not need to know the intricacies of these laws, it is important to be aware of the resulting implications of each.

Government cannot afford to drive the housing delivery process single-handedly and therefore has encouraged the private sector and the community to combine resources as part of its endeavour (DOH, 1994: 27; DOH, 2000b(ii): 10). Knowledge of the involvement of each of these role-players in the housing delivery process will aid the consumer in accessing a variety of resources related to housing provision. The consumer also needs to be made aware of the contribution that the household can make in accessing their own housing (DOH, 2000b(ii): 13). If the definition of housing is considered, then it is also important that the consumer be made aware of the contribution of these role-players to the creation of "habitable, stable and sustainable public and private residential environments for viable households and communities" (DOH, 1994: 21).

High expectations regarding the types of housing that is being provided to low-income housing consumers has contributed to the dissatisfaction of these consumers with the housing solutions that have been provided (Minister of Housing, 1996: 5). Alternative forms of housing need to be made known to the housing consumer in order to dispel the expectation of "one-plot, one-house" propagated by politicians. Ownership is also not the only solution to housing provision. International housing experiences have shown a tendency for housing consumers to rent rather than buy their own home (Wells, 1989: 212). Consumers that are aware of the advantages and disadvantages, as well as the responsibilities and costs involved in each of these options, will be equipped to make informed decisions regarding tenure options.

The ability to make decisions is a skill that housing consumers need to acquire in order to make housing-related decisions that satisfy the housing needs of the household and lower the risks involved in this complex decision (Trollip *et al.*, 1996: 62). Awareness of the many factors influencing the housing decision-making process will equip the consumer to make informed, responsible decisions regarding housing choice. Some of these factors have been discussed in Section 2.2.3.2. However, White (1986: 193-197) makes a distinction between personal factors and external factors that influence the housing decision-making process. Personal factors include lifecycle characteristics/developmental needs, physical health and safety needs, higher level needs and values, housing behaviour, living patterns and lifestyles and resource management related to housing. The external factors include social, psychological and cultural influences, economic systems, political-legal systems, design and technology and environmental/ecological influences.

Sources of housing-related information need to be known to the consumer in order to aid the individual when assimilating information on which to base a final decision. Specialists such as estate agents, and their roles in housing, need to be known in order to prevent exploitation of the consumer (Baker & Erasmus, 1996: 90).

During the finalisation of a housing-related choice, the consumer is required to sign certain documents. Knowledge of contracts is essential when making such a commitment (Fouché, Coetzee, Chetty, Theunissen, Fisher & Van As, 1996: 157-159; Swart, 1995: 293). Negotiation skills will aid the consumer in finalising a satisfactory contract (Baker & Erasmus, 1996: 90).

Consumers' ignorance of their rights and responsibilities make them easy prey to exploitation (DOH, 2000b(i): 2). Not only do these rights need to be exercised but the responsibilities also need to be adopted and a commitment needs to be made. Consumers fulfilling these roles can more easily access consumer protection and should therefore be informed regarding the origins of such institutions.

The provision of housing to the low-income segment of the South African market is aimed at fulfilling the lower-order needs for shelter and comfort (Brink in Van Greuning, 1993: 37). Consumers also need to be aware of the higher-order needs that housing can satisfy such as that of status and self-actualisation (Vosloo, 1988: 268–271). These higher-order needs bring into account the aesthetic aspects of housing such as interior design and interior decoration.

2.3.2 Vehicles for the Provision of Housing Education and Training in the GET Band of the NQF

The macro-level changes currently occurring in National Education has necessitated the micro-level re-organisation of subjects presented at primary and secondary schools (Greyvenstein, 1992: 23). One of the fields of learning that have undergone such a process of reconceptualisation is Home Economics. Table 2.3 presents the contents that is included in the Housing component of this field.

Table 2.3: Main Areas of the Housing Component in the Field of Home Economics

| | |
|---|---|
| The South African Housing Situation And Policy | The study of the South African housing situation and policy; community participation and responsibilities in the housing process |
| Housing Decisions | The study of psychological, economic, financial, social, cultural and aesthetic aspects, as well as laws and regulations influencing choice of housing to satisfy human needs. The study of decision-making pertaining to housing relating to financial aspects (affordability, mortgage bonds, subsidies, etc.), cultural factors and types of housing available |
| Housing For Groups With Special Needs | The study of the housing needs of groups with special needs, namely the elderly, homeless, poor and disabled |
| Home Planning And Construction | The study and application of design principles, space planning, functional analysis, circulation patterns and home and institutional design and construction to meet individual and group needs (values, norms, life styles) |
| Home Furnishings | The study of the composition, manufacture, selection, use and care of interior components and finishes in residential and non-residential environments. |
| Home Maintenance | The study of the basic techniques and materials for maintaining the home and its furnishings |
| Household Equipment | The study of the purpose, selection, care, use, maintenance and evaluation of equipment used in the home and large households (institutions). A study of changes in technology and use of appropriate technology. |
| Management Of The Environment | A study of the management of the micro-environment for sustainable development, including management of household waste and the influence of waste on the macro-environment |
| History Of Interiors And Housing | The study and application of the development, changes and trends in interiors and furnishings and use in relation to other historical phenomena |
| Socio-Psychological Aspects Of Housing | The study of theories and concepts of human environment relations, e.g. personal space, privacy, crowding, territoriality. |
| Research In Housing | |

Source: Boshoff, 1997: 56

Five of the eleven areas presented in Table 2.3 relate to the basic knowledge and skills required by housing consumers in order to make informed and responsible choices that will satisfy the lower-order housing needs of shelter and comfort. The five areas include “the South African housing situation and policy”, “housing decisions”, “home planning and construction”, “maintenance” and “management of the environment”. The remaining six areas relate to knowledge and skills required by the household for the satisfaction of higher-order needs such as self-actualisation and the need for status. The latter relates to the aesthetic and socio-psychological aspects of housing. It would therefore be useful to

use this outline of the housing component of Home Economics when defining and refining the content that should be included in the recommendations for the inclusion of housing education in the GET Band of the NQF.

The following section will provide an overview of the reasons for the transition from contents-based to OBE in the South African education and training system. The structures and processes that have been introduced to facilitate these changes will be discussed and explained in order to provide an understanding of the aspects to be considered when developing criteria for the recommendations that are made in this study.

2.4 EDUCATION AND TRAINING

Education and training have been organised and established as two separate systems in South Africa. The lack of interaction between these two systems has resulted in the education system producing students with intellectual abilities that were ill-equipped to cope with the demands of the working environment. While the training system equipped individuals with specific skills required in the working environment, it could not be used to further studies in the same field.

By defining what is meant by the terms "education" and "training" it becomes easier to understand the need for integration of the two systems. However, the implementation of such a change is not simple. In South Africa, the implementation of change was initiated by the promulgation of legislation and the subsequent establishment of bodies and structures that would facilitate this change. The following sections will explain that legislative and structural changes are not enough when dealing with education and training. A paradigm shift is necessary so that the process can move forward and so that capacity can be built amongst South African citizens.

2.4.1 Definition of Education and Training

Education is a process not a product (Bruner in McKernan, 1993: 343). It is a lifelong process through which new knowledge and skills are acquired by exposing the learner to information, ideas and experiences (Shafritz, Koeppel & Soper, 1988: 134). Informal experiences in the home, at the workplace or during social interaction can lead to a spontaneous manifestation of informal education (Slabbert, 1997: 3 & 4; Berstecher in Nkosi, 1994: 18). Meaning can be constructed from these experiences by the learner (Jarvis in Genis, 1997: 99).

Planned learning experiences are used in formal education to transmit information, cultural knowledge, values and attitudes (Genis, 1997: 22; Jarvis in Genis, 1997: 24). The content and aims of such learning experiences need to be understood by the learner in order to contribute towards the preparation of such a learner as an active, responsible and productive member of society (Genis, 1997: 22).

Education is therefore a lifelong process during which planned or spontaneous learning experiences are instrumental in transmitting information, cultural knowledge, values and attitudes in order to prepare the individual for adulthood or the world of work.

Training is the preparation of an individual for a specific job through the assimilation of clearly defined skills (Dubois in Genis, 1997: 27). The acquisition of skills is placed in a broader context through training (Brookfield in Genis, 1997: 27).

The integration of education and training would result in the preparation of the individual for real-life roles through the acquisition of clearly defined skills, as well as information, cultural knowledge, values and attitudes. Learners would be deemed competent for certain jobs because of this integrated nature of the learning process. The difference between academic and applied knowledge, theory and practice, knowledge and skills, would therefore be overcome (DOE, 1995a: 15).

2.4.2 Transformation and Transition in Education and Training in South Africa

Up to, and including 1983 the only function uniting curriculum development, examination and certification in South African education was the role of the Joint Matriculation Board (JMB) (DOE, 1997g: 8; Department of National Education (DNE), 1987: v). Black education was considered “general affairs” within South Africa’s borders and fell under the jurisdiction of the Department of Education and Training. The Department of Cooperation and Development was responsible for the six self-governing territory-specific education departments. The four independent homelands organised their own education departments. South African education was fragmented into nineteen different education departments. This prevented the implementation of a single national policy (DOE, 1997a: 9).

The tricameral parliament formed under the constitution in 1983, divided the nation into separate houses for Whites (House of Assembly), Coloured (House of Representatives) and Indians (House of Delegates). Education was regarded as an own affair, thus three separate departments of education and culture were instituted. The introduction of the Black Education Act (No. 47 of 1953), kept Black education separate from these other departments (DOE, 1997a: 9).

In 1984 an investigation into the preparation of the development of a common broad curriculum for pre-tertiary education in South Africa, was initiated (DNE, 1987: v). The development of a draft model for curriculum development commenced in 1989. This curriculum development exercise was then integrated into the Education Renewal Strategy (ERS), an investigation into South African education policy announced in 1990.

The Department of National Education (DNE) was responsible for general education policy in terms of the National Policy for General Education Affairs Act, No. 76 of 1984. The Minister of National Education in terms of this Act determined norms and standards for syllabuses and examination and for the certification of qualifications. The Committee

of Heads of Education Departments (CHED) advised the Minister on any matter contemplated in this Act (DNE, 1987: v).

Various stakeholders in education and training, including formal education, training bodies, trade unions, independent education bodies, organised business and industrial bodies and political groupings, explored possibilities for the transformation of South Africa's Education and Training system. Some of the efforts that were made during the period 1989-1994 included the National Education Policy Investigation (NEPI), initiated by the National Education Coordinating Committee in 1992, the Education Renewal Strategy (ERS), coordinated by the Department of National Education in 1991, and the National Training Strategy Initiative (NTSI) in 1994 (DNE, 1987: v).

The legitimacy of the education and training system in South Africa needed to be restored (Rice in Vosloo, 1994: 57; DOE, 1995a: 5; National Education Policy Investigation (NEPI), 1993: 3) by taking the needs of society and the need for individual development into account (Vosloo, 1994: 58). The norm of mutual ignorance, supported by the fragmented, racist education system needed to be replaced by a single, national non-racial system that served the needs and interests of all South African people (DOE, 1995a: 5&18). This system would also need to equip individuals with knowledge, values, attitudes and skills that would enable them to participate in the economic and social life of the country (NEPI, 1993: 22).

New, flexible and appropriate curricula needed to be developed that would cut across traditional divisions of skills and knowledge, defining standards in terms of learning outcomes and using appropriate assessment practices that would make the learning experience more meaningful (DOE, 1995a: 26). Backlogs in education provision needed to be revised in order to prevent the country from finding itself in a never-ending spiral of poverty, frustration and unfulfilled expectations (NEPI, 1993: 10).

The effectiveness and efficiency of the school system needed to be improved by increasing the retention rates of students and reducing the number of students that were

being automatically promoted (NEPI, 1993: 4). In order for this to happen the quality of teaching needed to be improved. The low level of teacher qualifications, lack of commitment, inexperience in teaching, lack of managerial skills, as well as lack of teaching ability are all factors that need to be addressed in order to improve the quality of teaching (NEPI, 1993: 5). The school environment also needed to be changed in such a way as to be conducive to learning. Inequalities in the distribution of resources needed to be addressed in order to correct under-utilisation of facilities in some schools and the overcrowding of classrooms in others. Disturbances and disruptions in the school environment needed to be stabilised. Over-age learners needed to be accommodated in the system in such a way that would not inhibit personal development. The use of English as medium of instruction needed to be reviewed (NEPI, 1993: 7&9).

The solution to the disparities experienced by the individual learner in the education system could be addressed by integrating the education and the training system. But, this solution was met with great resistance by both sectors. Two schools of thought perpetuated the debate. Either the education and the training system should merge in such a way that there would be no distinction between education and training, or the two sectors would develop alongside each other on parallel tracks, but be brought together by means of an umbrella body (DOE, 1996a: 18).

The education sector expressed the concern that focus would be sacrificed in order to meet the needs of the economy and that standards would ultimately drop (DOE, 1996a: 18). The training sector, on the other hand, felt that the setting of unreasonably high academic standards would make it almost impossible for training to be quickly adjusted in order to meet the demands of employment (DOE, 1996a: 18).

The White Paper on Education and Training announced the Minister of Education's rejection of the divisions between academic and applied knowledge. Through this document an education and training policy was put in place that would provide learners with meaningful learning experiences that would prepare them more effectively for life's opportunities (DOE, 1995b: 26) and acknowledge the need of the Department of Labour

to respond rapidly to the needs for new training courses without having to go through lengthy consultation processes with the Department of Education (DOE) (DOE, 1995b: 16).

National guidelines and a mutually agreed framework would be developed and implemented on an inter-departmental basis using fully consultative processes of decision-making (DOE, 1995b: 16) and encouraging a wide range of participation from all role-players. One level of learning would be linked to another, thus enabling learners to progress to higher levels without making a distinction between education or training. Knowledge would no longer equal content, rather competencies would be an inter-dependent relationship between knowledge, skills, attitudes and values (DOE, 1996a: 20).

2.4.2.1 The South African Qualifications Authority

The South African Qualifications Authority (SAQA) was established in October of 1995 “to provide for the development and implementation of a NQF ... and to provide for matters connected therewith” (DOE, 1997g: 45). SAQA’s vision is to reconstruct and re-develop education and training so that it reflects the objectives of the NQF (DOE, 1997g: 45).

The functions of SAQA include (DOE, 1995b: 3):

- Overseeing the development of the NQF;
- Formulating and publishing policies and criteria for registration of bodies establishing education and training standards and the accreditation of bodies responsible for monitoring and auditing achievements in terms of standards and qualifications;
- Overseeing the implementation of the NQF;
- Advising the Minister of Education, and of Labour, regarding the registration of standards and qualifications; and
- Being responsible for the finances of SAQA.

The principles underlying SAQA include (DOE, 1997g: 45):

- **Consultation and cooperation:** to pursue the objective of the NQF and execute the functions of SAQA after consultation and in cooperation with specified bodies.
- **Needs of learners and the nation:** the NQF must contribute to the full development of each learner and to the social and economic development of the nation at large.

The strategy of SAQA is to “develop and sustain policies, procedures and infrastructures for the NQF actively supported by the key stakeholders in education and training” (DOE, 1997g: 45). This core strategy requires that key stakeholders be involved in the process of identifying, proposing, preparing, implementing and maintaining policies and procedures, as well as the resulting infrastructures needed for the NQF. It also requires that key stakeholders guide, advise and support the process and its results when and where required. Stakeholders would also be required to tailor its staffing, their development and the supporting infrastructure accordingly (DOE, 1997g: 45).

2.4.2.2 The National Qualifications Framework

An overview of the different facets of the NQF being introduced in South African education and training is discussed in the following section.

Description and Definition of the NQF

The NQF is a system or mechanism for the recognition and registration of national standards and qualifications, that takes a holistic view of the personal, social and economic needs of our rapidly developing society (HSRC, 1995: 5; DOE, 1996a: 47). It is the “scaffolding on which new levels of quality will be built” and is a means to register all types of learning achievements within one of eight levels (Olivier, 1997: 1; DOE, 1995a: 21).

The NQF is made up of three structural elements, namely a coordinating structure known as SAQA, bodies registered by SAQA to set standards in areas of learning known as National Standards Bodies (NSBs) and Standards Generating Bodies (SGBs) (SAQA,

1998a: 9&12), and bodies accredited by SAQA to ensure that set standards are delivered, known as Education and Training Quality Assurance Bodies (ETQAs) (SAQA, 1998b: 3)

Purpose or Objectives of the NQF

The main goal of the NQF is to provide a mechanism that will enable and promote lifelong learning (Olivier, 1997: 1). This goal has a threefold purpose:

- To register all new qualifications;
- To recognise prior learning in an individual's record of learning; and
- To allow for the addition of further qualifications (Olivier, 1997: 1).

In order to fulfil this goal, the NQF will need to meet the following objectives:

- Create an integrated national framework for learning achievements;
- Facilitate access to, and mobility and progression within education, training and career paths;
- Enhance the quality of education and training;
- Accelerate the redress of past unfair discrimination in education, training and employment opportunities; and thereby
- Contribute to the full personal development of each learner and the social and economic development of the nation at large (DOE, 1995b: 1-2; Olivier, 1997: 2).

Functions of the NQF

The NQF has been put in place to integrate education and training. This will facilitate the movement of learners between the education and working environments. Education and training will not only result in an academic qualification, but knowledge, values, attitudes and skills acquired will equip the individual with competencies that will prepare him or her for real life roles in the world of work.

Not only will all forms of formal and non-formal learning be recognised in the form of credits in this structure, but areas of learning will be connected to each other as the individual moves from one Learning Area to another. A certain number of credits will be awarded to a candidate that deems themselves competent against a certain set of standards. By grouping related sets of credits together, the individual will be able to register a qualification on the NQF. These credits and qualifications will be made easily transferable from one learning situation to another. Qualifications obtained by learners, and registered on the NQF, will be recognised and accepted nationally and internationally (Olivier, 1997: 3).

The NQF will enable individuals to be assessed against clearly defined standards in order to earn credits. Assessment will therefore be criterion-based and not norm-based, as in the past. This means that individuals will not compete against one another, but that each individual will achieve their own full potential (Olivier, 1997: 3).

Description of the Structure of the NQF

The NQF consists of three bands, namely the General Education and Training (GET) Band, the Further Education and Training (FET) Band and the Higher Education and Training (HET) Band. The structure is depicted in Figure 2.1.

The **GET Band** contains level one of the NQF, consisting of three phases, and includes Adult Basic Education and Training (ABET) at levels 1 to 4, as well as Early Childhood Development (ECD). The Foundation Phase consists of Grades 1 to 3. The Intermediate Phase comprises Grades 4 to 6, and the Senior Phase, Grades 7 to 9. This band of education and training is compulsory, affecting learners between the age of 7 years up to the age of 15 years or when the learner completes Grade 9 (whichever occurs first). After Grade 9 the learner will qualify for a GET Certificate. The providers of education and training in this band include formal schools (public and private); urban, rural, farm and special schools; occupation and work-based training; RDP and labour

| National Qualifications Framework Level | Band | Types of Qualifications and Certificates | |
|---|--|--|--------------|
| 8 | Higher Education and Training (HET) Band | Doctorates/Further Research Degrees | |
| 7 | | Higher Degrees/Professional Qualifications | |
| 6 | | First Degrees/Higher Diplomas | |
| 5 | | Diplomas/Occupational Certificates | |
| Further Education and Training Certificates | | | |
| 4 | Further Education and Training (FET) Band | School/College/Training Certificates Mix of units from all NGOs | |
| 3 | | School/College/Training Certificates Mix of units from all NGOs | |
| 2 | | School/College/Training Certificates Mix of units from all NGOs | |
| General Education and Training Level 1 = General Education and Training Certificate = ABET Level 4 | | | |
| 1 | General Education and Training (GET) Band | Senior Phase | ABET Level 4 |
| | | | ABET Level 3 |
| | | Intermediate Phase | ABET Level 2 |
| | | Foundation Phase | ABET Level 1 |
| | | Pre-School | |

Figure 2.1: The NQF*Source: DOE, 1997b: 9*

market schemes; upliftment programmes and community programmes. Non-Governmental Organisations (NGOs), churches, night schools, ABET programmes, private providers, Industry Training Boards (ITBs), unions and the workplace are additional providers included in this band.

The **FET Band** contains levels 2 to 4, and is non-compulsory. Providers of education and training in this band include senior secondary schools, technical colleges, NGOs, regional training centres, private companies, industry training centres and community colleges.

The **HET Band** contains levels 5 to 8. Qualifications registered in this band lead to the achievement of occupational certificates and diplomas, first degrees and higher diplomas, higher degrees, doctorates and further research degrees. The providers of these qualifications include universities, technikons, private colleges, technical colleges and colleges for professional training, e.g. nursing colleges (HSRC, 1995: 20; Olivier, 1997: 4).

One of the first qualifications to be registered on the NQF will be the GET Certificate attained by a learner after successfully completing Grade 9 of the Senior Phase of the GET Band. The SAQA Act (DOE, 1995b: 3) defines a qualification as the "formal recognition of the achievement of a range of credits embodied in a coherent number of unit standards supported by evidence of achievement of outcomes and range of credits and other requirements, at a specific level of the NQF". A simpler definition compiled by Olivier (1997: 3) explains that a qualification "constitutes a planned combination of learning outcomes which has a defined purpose and is intended to provide qualifying learners with applied competence and a basis for further learning".

The qualifications attained in the GET Band are determined by nationally agreed upon critical and Specific Outcomes together with Assessment Criteria (DOE, 1997: 15). The different types of outcomes and the achievement thereof in the GET Band will be discussed in greater detail later in this section. Qualifications attained in level 2 and higher in the NQF are defined in terms of unit standards (Olivier, 1997: 3; DOE, 1997: 15).

In order for a qualification to be registered on the NQF it will need to fulfil certain conditions as set out in the DOE on Education and Training (DOE, 1996a: 21). Systems for the recognition of prior learning need to be established in order to guide learners with

regard to suitable career paths. Provision needs to be made for the accommodation of learners that are unable to attend education and training institutions on a full-time or regular basis. Providers need to be guided in developing learning materials that will support the new Learning Programmes that need to be developed to meet the requirements of the NQF. These Learning Programmes should lead to nationally recognised, portable standards and credits that are generic to all types of providers. The credits attained by learners should lead to nationally recognised, legitimate and credible qualifications. Quality assurance systems need to be established in order to monitor, support and maintain the standard of the provision of education and training by different providers. Once these conditions have been met, the learner would have been exposed to learning opportunities that deliver a coherent learning pathway that is relevant and progressive.

Certain principles underlying the NQF, first identified by the National Training Strategy Initiative process in 1994, enhance the fulfilment of these conditions (DOE, 1996a: 21). These principles are listed and explained in Table 2.4.

Table 2.4: Principles underlying the NQF

| Principles | The framework must: |
|--------------------------------------|---|
| Integration | Establish the basis for an integrated approach to education and training as part of a human resources development policy aimed at integrating the theory with the practice, and the academic with the vocational. |
| Relevance | Be, and remain responsive to national economic, social and political development needs. |
| Credibility | Have national and international value and acceptance |
| Coherence | Work within a consistent framework of principles and certification which allows learners to clearly link credits into a meaningful learning or career pathway. |
| Flexibility | Allow for multiple pathways leading to the same learning ends. |
| Quality | Be expressed in terms of nationally agreed outcomes and performance/assessment criteria, thus facilitating both monitoring and provisioning. |
| Legitimacy | Provide for the participation of all national stakeholders in the planning and coordination of standards and qualifications. |
| Access | Provide ease of entry to appropriate levels of education and training for all prospective learners in a manner which facilitates progression. |
| Progression | Ensure that the framework of qualifications permits individuals to move through the levels by accumulating appropriate combinations of credits |
| Portability | Enable learners to transfer their credits from one context to another. |
| Articulation | Provide learners, on successful completion of accredited prerequisites, to move between components of the delivery system |
| Recognition of prior learning | Through assessment, give credit to learning which has already been acquired in non-formal ways, e.g. through life-work experience. |
| Guidance of learners | Provide for the counselling of learners by specially trained individuals who meet nationally recognised standards for education, training and development practitioners. |
| Democratic participation | Provide for the active participation of practitioners in the relevant field in the writing of unit standards and in their regular revision. |
| Equality of opportunity | Accommodate learning at different rates by learners with specialised educational needs, by adults, and by children, both inside and outside mainstream schooling. |

Source: DOE, 1996a: 21 & 22

These principles underpin an education and training system that will prepare individuals for the world of work through an outcomes-based system, and that will enable individuals in the world of work to gain credits for their prior learning and experience. Learner's achievements will no longer be evaluated according to the institution that awarded the qualification. Rather, they will be assessed using predetermined criteria, against outcomes that have been registered on the NQF.

The introduction of a transparent, democratic education and training system will also create an environment in which learners will be able to take responsibility for their own learning.

2.4.3 Outcomes-Based Education

The starting point of OBE is the definition of agreed outcomes of learning (The Learning Network, 2000: 5; Olivier, 2000: 6; Spady, 1994: 1). Outcomes are the learning results that occur after a significant learning experience and lead to culminating demonstrations of competence (Spady, 1994: 49). Outcomes are not a collection or average of what a learner believes, feels, remembers or knows. It is what a learner "actually can do" with the knowledge and skills they have acquired through a process of learning (Spady, 1994: 49).

Olivier (2000: 42) emphasises that an outcome is not:

- "A statement or syllabus topic to be addressed;
- A course or module;
- A process, an input or an activity;
- A learning process;
- Mastering of a learning objective;
- A score, a grade or a percentage;
- A specific entity of knowledge or a unit of knowledge as classified in traditional subject matter syllabi;
- A list of skills;
- A list of Assessment Criteria;
- A demonstration session;
- A series of learning activities;
- A completed worksheet; or
- A result of an assessment".

Spady (1994: 2) reiterates this by stating that outcomes are "tangible applications" of competence. An outcome is an action or performance that embodies the knowledge, skills, attitudes and values that a learner has acquired by engaging in the learning process.

An outcome will always result in a product, service or decision and is always pitched at a specific level of competency (Olivier, 2000: 41).

An outcomes-based education and training system designs and implements Learning Programmes so that learners are able to achieve competence in an outcome. In such a system assessment tools are designed and implemented so as to determine whether the learner has actually achieved that outcome (The Learning Network, 2000: 6).

OBE can also be described as three pillars. This description is presented in Figure 2.2.

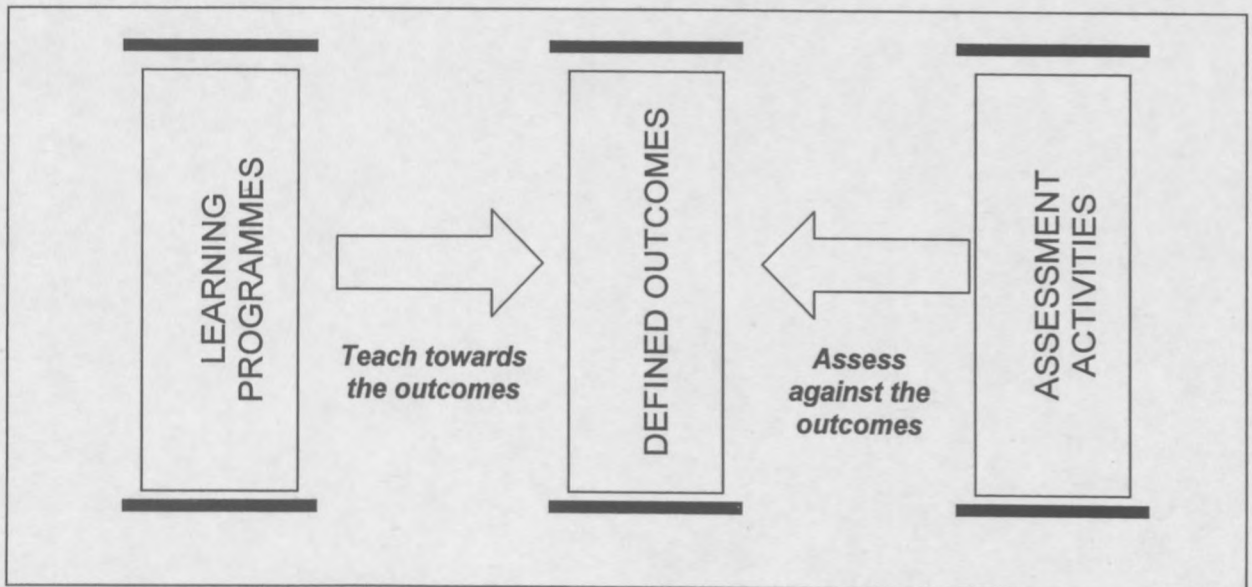


Figure 2.2: The Three Pillars of OBE

Source: The Learning Network, 2000: 6

Figure 2.2 clearly illustrates how outcomes are used in OBE. All Learning Programmes are designed so that learners are offered sufficient opportunities to engage in the learning process that will culminate in a demonstration of competence against the outcome. The Assessment Criteria and tools or activities are designed against the criteria that define the evidence that the learner will need to provide in order to be assessed as competent.

The purpose of OBE is to teach learners the capability of knowing what to learn and which skills the learner should master when managing his/her own learning (Olivier, 2000: 3). In order to achieve this capability, the learner needs to engage in the learning process. Thus, the teacher is no longer the centre of the classroom, but the emphasis now

shifts to the learner. The teacher is therefore required to facilitate the learning process by designing Learning Programmes that would create such opportunities.

The integrated learning process (Olivier, 2000: 49) comprises five steps, namely preparation, performing, interaction, assessment and conclusion. The learner will need to **prepare** for activities that are designed as part of the Learning Programme, in order to **perform** whichever task is required. However, the outcome is only achieved once the learner has **concluded or completed** the activity through verification and auditing, whilst continuously **interacting** with the different elements of the outcome, the environment, peers and teachers. The learner's competence against the outcome can only be confirmed as a result of **assessment**.

Wiggin's model (Protec, 1999b: 9) of the learning process as illustrated in Figure 2.3 describes the process using four stages. The learner is firstly able to reveal knowledge, facts, concepts, dates and names. Secondly, the learner is able to perform tasks. Thirdly, the learner will be able to reveal insight into questions and, finally, the learner will be able to justify, predict, conclude and decide. Wiggin proposes that a learner has not learnt until all four phases are complete.

OBE therefore differs drastically from content- and competence-based education. This is because the learner is not only required to accumulate knowledge about a specific issue, as in content-based education. The learner is also not only required to master a skill, as in competence-based education.

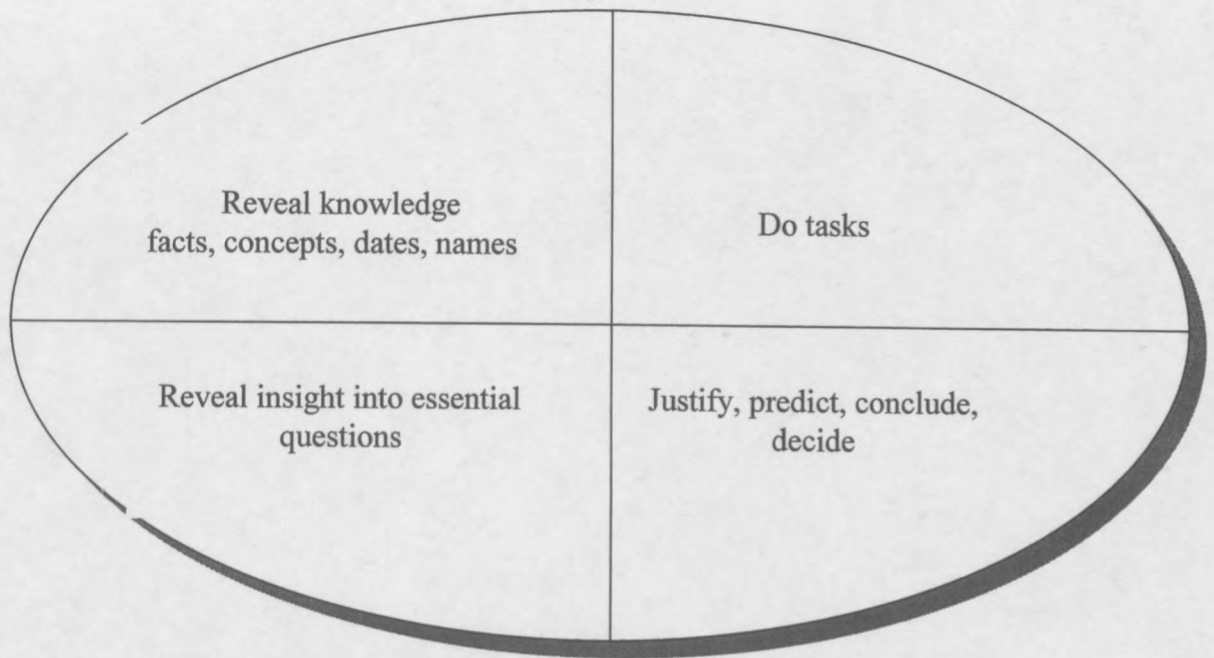


Figure 2.3: Wiggin's understanding of Understanding

Source: Protec, 1999b: 9

In OBE the learner is required to accumulate knowledge and to master the skills necessary to demonstrate competence against an outcome.

2.4.3.1 Types of OBE

Three types of OBE exist (Spady & Marshall, 1991: 67). **Traditional** OBE is based on the old curriculum. No clear outcomes are defined and significant knowledge is determined by the content of the old curriculum. Outcomes achieved in this type of OBE occurs within the classroom context and therefore has a micro-impact. **Transitional** OBE includes higher order competencies. New content is incorporated, integrated and defined together with the old curriculum.

Transformational OBE equips the learner with the knowledge, competence and orientation needed for success after leaving school. Significant knowledge is determined by predetermined outcomes. To be able to successfully participate in these processes, the individual needs to possess deeply internalised performance abilities (Spady, 1994: 64) that can be applied and performed in a variety of contexts. OBE defines the outcomes of education and training in terms of these complex role performance abilities, thus preparing individuals, over an extended period, for real life roles. Figure 2.4 shows

Spady's "Demonstration Mountain", and indicates how the different types of OBE prepare individuals for their roles in real life contexts.

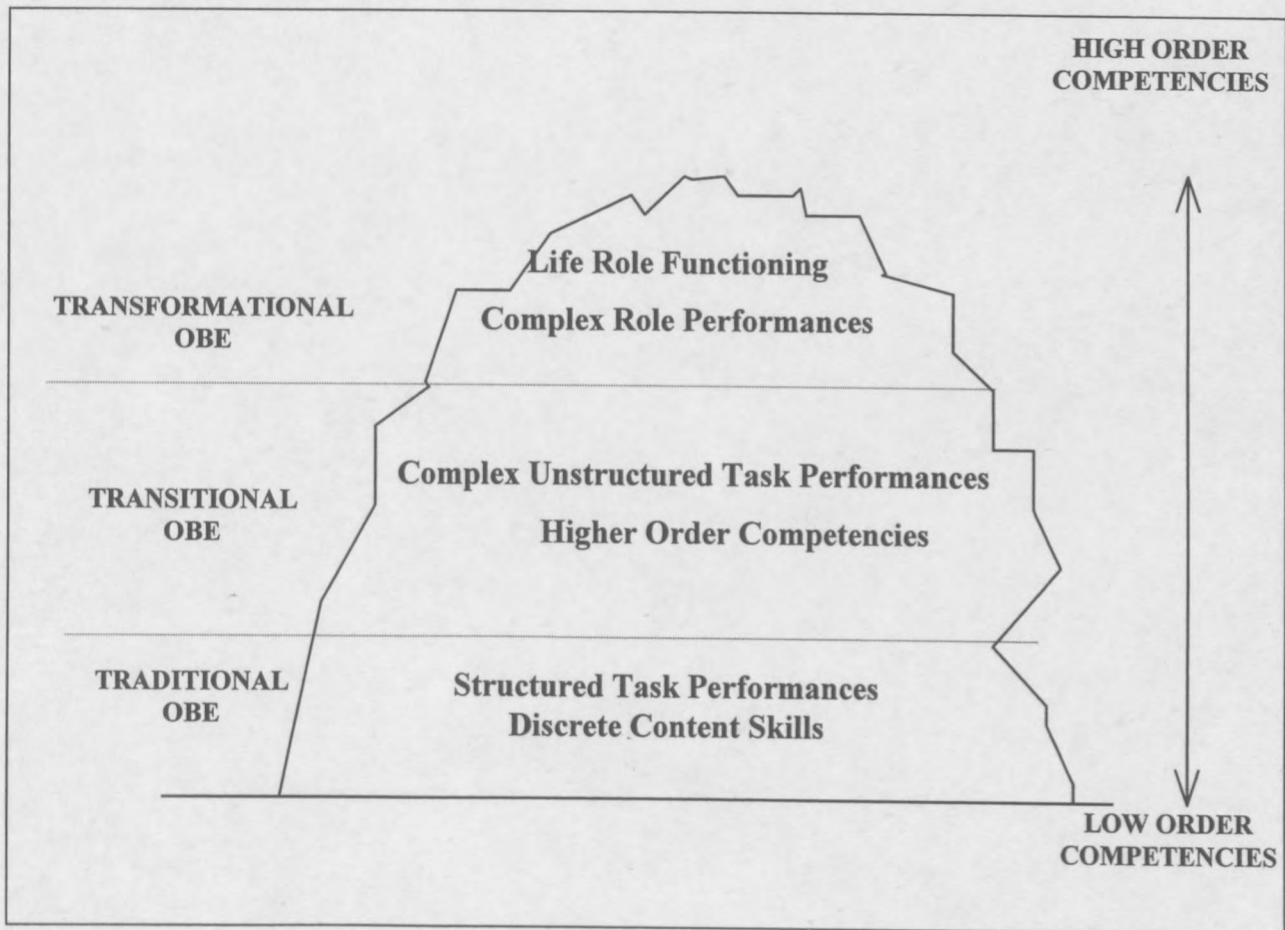


Figure 2.4: The Demonstration Mountain

Source: Spady, 1994: 62

The Demonstration Mountain illustrates the hierarchy of performance tasks and competencies achieved through the different forms of OBE. At the bottom of the mountain is the content-dominated traditional OBE where outcomes are achieved through engaging in tightly structured performance tasks that are related to very specific segments of content or where tasks are defined and structured by the teacher (Spady, 1994: 63).

Typical examples of such activities include:

Students will correctly describe three characteristics that differentiate mammals from other animals

Students will write a three-page, grammatically correct essay summarising the plot of a major novel

Transformational OBE appears at the top of the mountain, requiring the most complex tasks to achieve the learning demonstrations, or outcomes, that individuals must perform to function effectively in their occupational, family and recreational roles. This context-dominated section of the Mountain requires individuals to "integrate, synthesise and apply a complex array of content and competence, often in the face of the demanding realities, conditions, and challenges that people encounter" in occupational and community contexts (Spady, 1994: 63 & 64).

2.4.3.2 The Philosophy of OBE

The way of viewing OBE that is consistent with how outcomes-based curriculums are designed is summarised in Spady's OBE Pyramid presented in Figure 2.5.

The top of the pyramid describes the **OBE paradigm** that "What and Whether learners learn is more important than When and How they learn". A paradigm is the basic way of perceiving, thinking and performing a task or role (DOE, 1997g: 6). This new orientation towards learning, teaching and assessment has necessitated a shift from focussing on teacher-input, determining when and how learning occurs, to learner-input, determining what is learnt and whether learning actually occurs (DOE, 1996a: 30).

This paradigm shift in education and training will also cause other changes (DOE, 1996a: 30). Changing theories of language, learning and cognition are moving away from the so-called "transmission" models where the learner is a passive recipient that is being filled with knowledge. In this way learners are being deprived of adequate opportunities in which they can reach their full potential (DOE, 1996a: 30). OBE demands that outcomes be achieved through the successful demonstration of competence, encompassing knowledge, skills, attitudes and values.

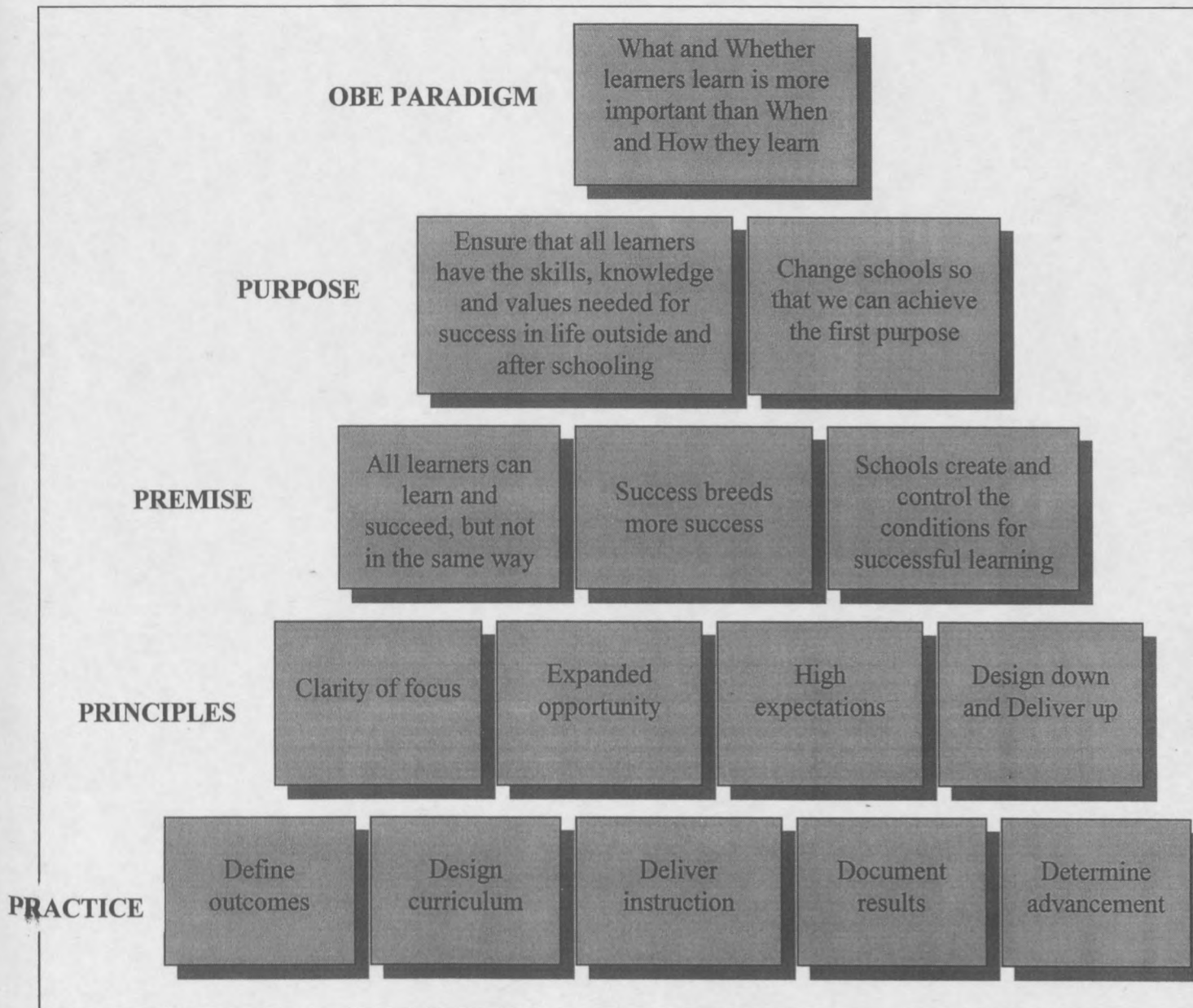


Figure 2.5: The OBE Pyramid

Source: Spady, 1994: 8; adapted by Gauteng DOE (Protec, 1999a)

The recognition of prior experiential learning (RPL) enables the learner to gain credit, through agreed procedures, for a competence regardless of the learning path followed in order to gain the necessary skills and knowledge underlying that competence. OBE therefore moves away from the traditional concept that requires a learner to spend a specific period of time in an institution before he or she is deemed competent (DOE, 1996a: 30).

Through OBE learners with specialised educational needs (LSEN) are able to achieve outcomes by demonstrating their competence in whatever manner may be most appropriate to their needs and are able to achieve these outcomes in a longer time period than an average learner (DOE, 1996a: 31). This facet of OBE acknowledges that different individuals learn at different rates, but are not necessarily unable to achieve an outcome.

Assessment in OBE is criterion-based and not, as in traditional forms of evaluation, norm-based. Learners are made aware of the criteria that will be used to determine whether they have demonstrated their competence regarding a certain outcome. If competence is not demonstrated, a learner will be given clear feedback so that he or she can work harder in order to meet the given standard, thus enabling the learner to eventually gain competence (DOE, 1996a: 31).

Assessment in OBE seeks to acknowledge the demonstration of competence. The context of the demonstration of competence is not limited to a specific scenario and can therefore be demonstrated irrespective of the context. It is, however, recognised that demonstrating competence in some contexts is more difficult than in others. Individual progress and development of the learner is therefore recognised and acknowledged in different contexts (DOE, 1996a: 31).

Credit accumulation through OBE on the NQF is flexible and transferable. The achievement of a qualification will no longer depend on the amount of consecutive hours spent in an institution, but will be achieved through the accumulation of appropriate credits (DOE, 1996a: 31). Once the NQF is firmly established, these qualifications should also receive international recognition. Studies interrupted by family circumstances, a change of job or relocation will therefore not be lost because the credits already gained will be acknowledged once the studies are resumed.

The biggest change that needs to be made regarding the OBE paradigm is that of the mind set of educators, parents, learners and communities (DOE, 1997g: 7). Individuals and organisations need to realise that although implementing the successful procedures used in the past can lead to further successes in the future, updating old practices by

implementing a new system has many benefits and introduces new options (DOE, 1997g: 7).

The second tier of the pyramid in Figure 2.5 contains the **two key purposes of OBE**. The first is to “ensure that all learners are equipped with the knowledge, competence, and qualities needed to be successful after exiting the educational system” (Spady, 1994: 9) and the second is to “structure and operate schools so that those outcomes can be achieved and maximised for all students” (Spady, 1994: 9). The successful implementation of OBE will rely on the learners being exposed to learning experiences that afford them the opportunity to be equipped with competencies necessary to gain success once they exit the educational system. In order for this purpose to be achieved, educators and institutions such as schools, will need to accommodate the provision of such learning experiences by adjusting the traditional structure and method of operation in the classroom and at schools.

These two principles rest on **three premises** or assumptions. The first premise takes the different learning rates of learners into account, not as a barrier to learning, but as factors affecting the design of learning activities. A strong cognitive and psychological foundation of successful learning will lead the learner to more successful learning experiences (Spady, 1994: 10). This is summarised in the second premise that “successful learning promotes even more successful learning”. The implementation of OBE can only be a success if the third and final premise is true. Educators and the schools in which they teach need to change the way in which they operate in order to allow and encourage all learners to be successful. According to Spady (1994: 10) the rationale on which the actual implementation of OBE rests, is provided by these three premises.

The **four principles** that need to be applied consistently, systematically, creatively and simultaneously (Spady, 1994: 10&11), by OBE practitioners are a “clarity of focus”, “expanded opportunity”, “high expectations” and “design down and deliver up”. These four principles guide teachers and learners in the implementation of successful OBE teaching and learning practices. Outcomes direct the whole OBE process, thus keeping the teachers and learners **focussed**. The outcomes-based curriculum design is aimed at

designing a Learning Programme in which the content covered, assessment processes used and learning activities are carefully selected in order to culminate in a demonstration of competence.

Spady (1994: 13) explains that five key dimensions underpin the principle of “expanded opportunity”. Learners are given more **time** in which they can interact with the learning process so as to learn the competencies and knowledge required to achieve a learning outcome. The **methods and modalities** used by teachers in creating learning opportunities in OBE are varied so that learners can learn in different ways and in ways that they prefer. Teachers will need to change their **operational principles** in order to align themselves with the other principles of OBE, and by applying these principles systematically, consistently, creatively and simultaneously in their classrooms (Spady, 1994: 14). **Performance standards** in OBE are criterion-based. Assessment Criteria are formulated so that the standard that needs to be achieved by a learner in order to gain competence against an outcome, is predetermined. **Curriculum access and structuring** needs to be aligned with OBE principles in order to ensure the successful implementation of an outcomes-based curriculum. School's systems and curriculum need to be designed so as to allow learners access to essential courses, as well as to free learners from the restrictions of having to perform within specific time frames.

The **principle of expanded opportunity** is embedded in OBE because outcomes usually determine a higher minimum standard than is usually expected from the learner. An outcomes-based system is also not concerned about how many students can or should be successful. Schools that have made the transition to OBE also realise that a learner will only rise to the level of challenge afforded them. This has resulted in such schools eliminating courses and support groups that perpetuate the concept that learners are unable to achieve more.

The fourth and last principle underpinning OBE is that of “design down”. This principle dictates that in OBE all Learning Programmes and related activities are designed using the exit level or end-product outcomes. Any other learning that might be included in the curriculum is omitted if it does not contribute toward equipping learners with the

knowledge, skills, attitudes and values embedded within these predetermined outcomes. This process is illustrated in Figure 2.6.

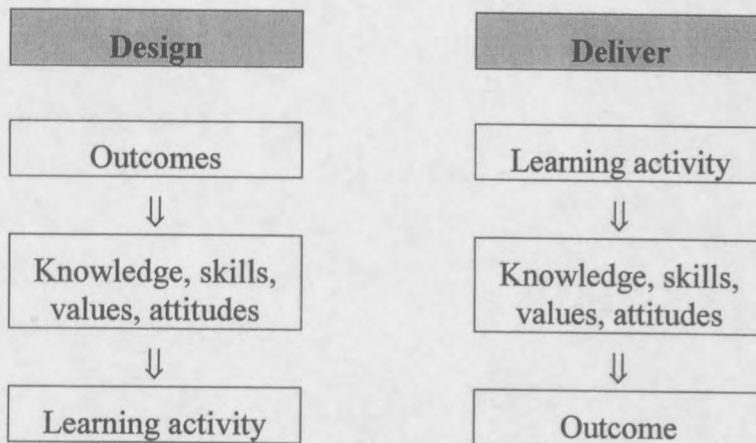


Figure 2.6: Design Down and Deliver Up

In Figure 2.6 it becomes clear that the designing process in OBE starts with the first step, that of developing outcomes. Delivery is provided using learning activities that will culminate in the competent demonstration of these outcomes.

Finally, Figure 2.5 shows that the base of the OBE pyramid consists of **five practices**. The definition of outcomes, as mentioned often before, is the starting point of OBE design, implementation and assessment. **Designing curriculum** is the practice following the **defining of outcomes**. Although OBE does not dictate what content should be used to achieve a Critical or Specific Outcome, the planning of a Learning Programme needs to be recorded in order to be implemented. The implementation of the Learning Programme in the learning environment constitutes the **delivery of instruction**. Assessment determines whether or not the learner has achieved an outcome. These **results** need to be **documented** or recorded in order to give feedback to the teacher regarding the learner's progress; to the learner regarding what is still required of him or her; and to the parents in order to acknowledge the learner's progress. Finally, successful demonstration of competence results in **advancement** of the learner to the next level. The method of advancement needs to be determined and conveyed to the learners.

2.4.3.3 OBE in the GET Band in South Africa

The macro-learning programme for school-based learning in South Africa is contained in Curriculum 2005. This Learning Programme is designed down from the seven Critical Cross-Field Outcomes (paragraph 1.6.22.1) and is organised using the eight areas of learning (paragraph 1.6.20). Learning Programmes have been derived from these Learning Areas for each of the Phases in the GET Band. Three Learning Programmes will be used in the Foundation Phase and are Literacy, Numeracy and Life Skills (DOE, 1997c: 9). The Intermediate Phase has five Learning Programmes, namely Language, Literacy and Communication; Mathematical Literacy, Mathematics and Mathematical Sciences; Natural Sciences and Technology; Human, Social, Economic and Management Sciences; and Arts and Culture and Life Orientation (DOE, 1997d: 4). Eight Learning Areas are used in the Senior Phase, namely Language, Literacy and Communication; Mathematical Literacy, Mathematics and Mathematical Sciences; Natural Sciences; Technology; Human and Social Sciences; Economic and Management Sciences; Arts and Culture; and, Life Orientation (DOE, 1997e: 10). Specific Outcomes have been developed by contextualising each of the seven Critical Outcomes in each of the Learning Areas. These outcomes have been summarised in Table 1.1 in Chapter One.

Assessment Criteria and Performance Indicators have been developed for each of the 66 Specific Outcomes, and serve to guide the teacher regarding the expected progress of learners within the different phases. Range Statements have been included in Curriculum 2005 in order to indicate to teachers the scope and depth of the learning that needs to take place.

Teachers in the GET Band are required to adopt an integrative approach to curriculum design. The design of a Learning Programme would therefore entail the selection of a cluster of Learning Programmes or Learning Areas, and the related Specific Outcomes. A Phase Organiser (determined at national level and discussed in paragraph 1.6.29) and a Programme Organiser (determined by the phase teachers within a school and discussed in paragraph 1.6.30) is used to cluster these outcomes. The outcomes-based curriculum design process will be discussed in detail in the following section.

When developing Learning Programmes teachers found that they were unable to design assessment strategies as they were unable to derive the level of performance required from the learner in order to demonstrate competence. The Gauteng Institute for Curriculum Development (GICD), together with the Gauteng Department of Education, therefore decided to design Progress Maps that would provide more detail regarding the evidence a learner would need to provide in order to be assessed as competent against a Specific Outcome (GDE & GICD, 1998: 1). However, this development was questioned in the light of national policy, resulting in the rejection of the Progress Maps (Haripersad, 2000).

A review committee, headed by Prof Linda Chisholm, was appointed in February 2000 and commissioned by the Minister of Education, Prof Kadar Asmal, to provide recommendations on:

- Steps to be taken in respect of the implementation of the new curriculum in Grades 4 and 8 in 2001;
- Key success factors and strategies for a strengthened implementation of the new curriculum;
- The structure of the new curriculum; and
- The level of understanding (amongst teachers, learners and parents) of OBE (Chisholm, 2000: 5).

The outcome of this investigation was released in May 2000 and certain recommendations regarding the streamlining and refining of Curriculum 2005 were made. Five key recommendations were made, and include:

- The number of Learning Areas for the GET Band should be reduced from eight to six;
- There should be three Learning Programmes in the Foundation Phase and six Learning Programmes in the Intermediate and Senior Phases;
- The time allocated to language and mathematics teaching and learning should be at least 70% in the Foundation Phase and 50% in the Intermediate and Senior Phases;
- A National Curriculum Statement should be produced for Early Childhood Development (ECD), GET, FET and ABET; and

- The National Curriculum Statement should express in clear terms what is to be learnt and at what level it is to be assessed. Specific terminology should be defined (Chisholm, 2000: 72).

On 19 June 2000 a press release by the Minister of Education, indicated which of these recommendations had been accepted and which rejected (Asmal, 2000). According to this statement the number of Learning Areas and Learning Programmes would stay the same; more time would be allocated to language and mathematics; and a National Curriculum statement would be developed, clearly defining what should be learnt and at which level it should be assessed. Prof Linda Chisholm was commissioned with the task of developing the latter, which would be required by June 2001 (Haripersad, 2000). However, until the statement is published, Curriculum 2005 would keep the *status quo* and implementation of Grade 9 in 2001 would continue as planned.

2.4.3.4 Outcomes-Based Curriculum Design in the GET Band of the NQF

The curriculum design process for OBE is presented in Figure 2.7. In the first phase the "source" Learning Programme and rationale are selected. Although other Specific Outcomes from other Learning Areas are integrated into the design of the Learning Programme, this initial choice will guide the remainder of the process. The next phase requires the selection of related Learning Areas and Specific Outcomes of comparable size.

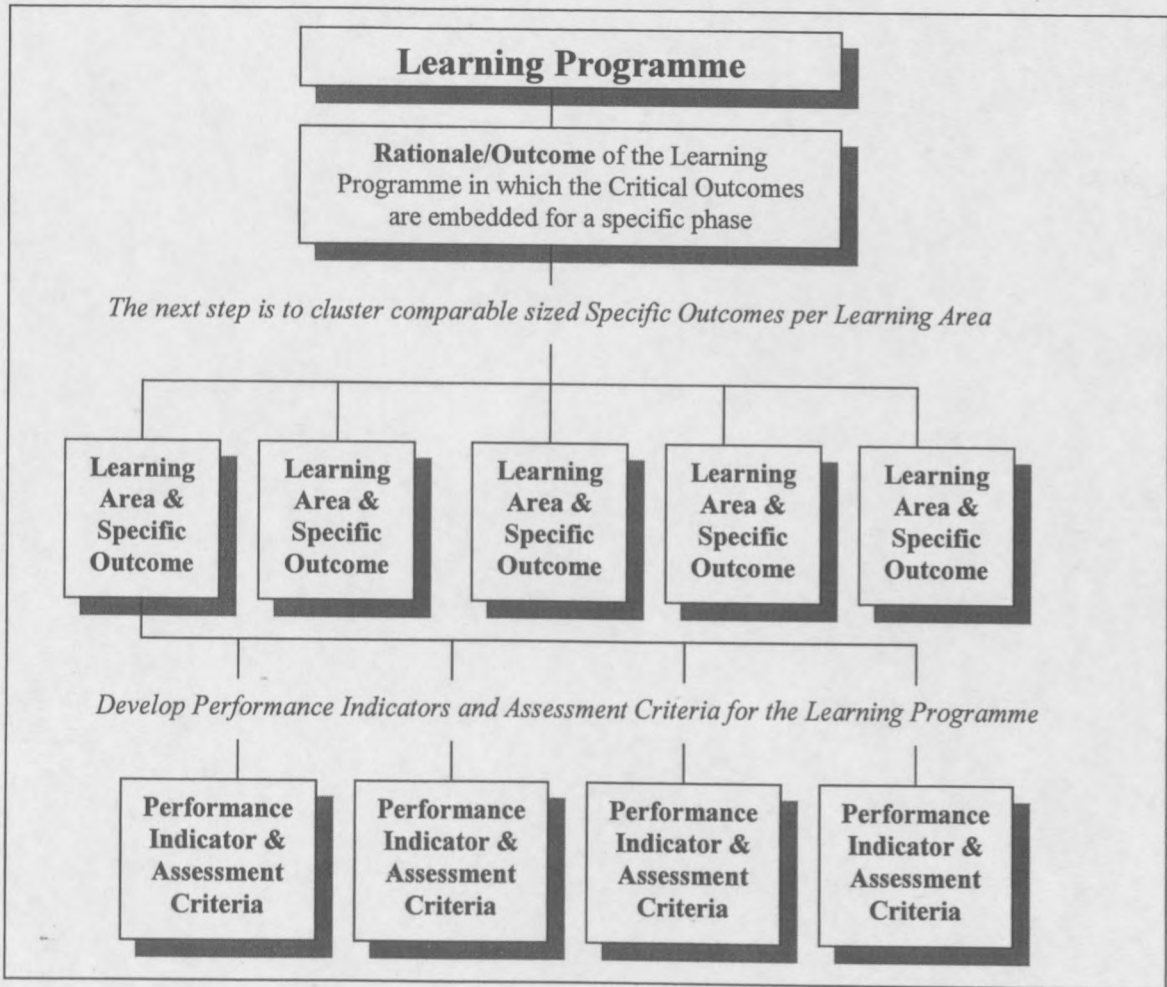


Figure 2.7: The Outcomes-Based Curriculum Development Process

Source: Olivier, 2000: 37

Performance Indicators and Assessment Criteria are then developed for each of these outcomes. The Curriculum 2005 document contains all the Performance Indicators and Assessment Criteria relevant to the phases in the GET Band. Teachers therefore simply need to select the appropriate information and include it in the design of their Learning Programme.

A similar process is depicted in Figure 2.8. In this figure Kudlas (1994: 34) proposes that learners be pre-tested or assessed against the outcomes for a Learning Programme before commencing with the learning activities. Learners that are able to achieve the outcomes would then be given enrichment activities. If learners were deemed not yet competent, then corrective or remediation activities could be presented until the learner was able to gain competence against the outcomes.

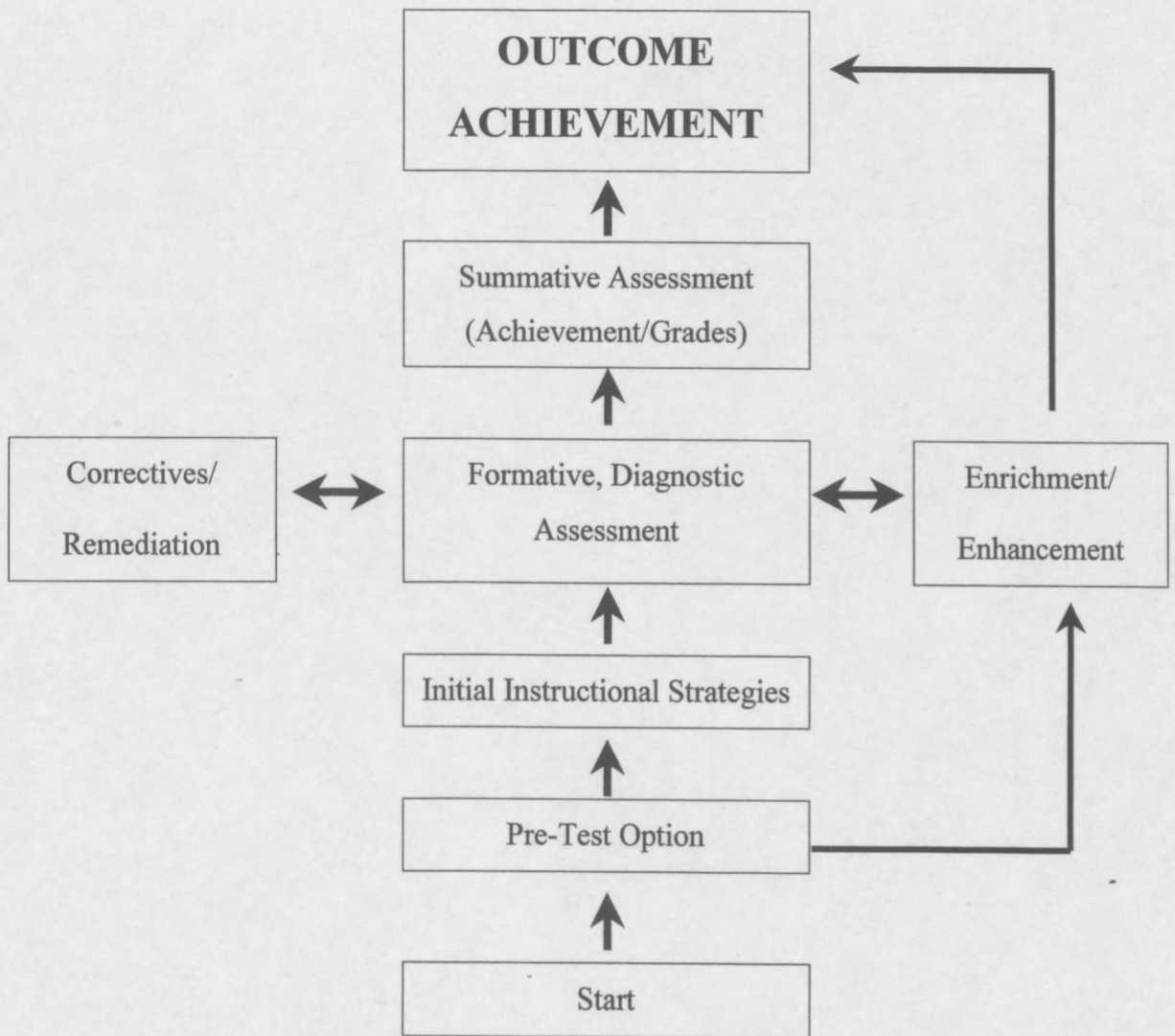


Figure 2.8: The OBE Delivery Model

Source: Kudlas, 1994: 34

This process has been adapted by the DOE so that teachers can clearly see how to design their Learning Programmes. This adapted process is depicted in Figure 2.9. The biggest difference between the process in Figure 2.7 and Figure 2.9 is the selection of Phase and Programme Organisers in order to assist with the clustering of Specific Outcomes and their associated Learning Areas.

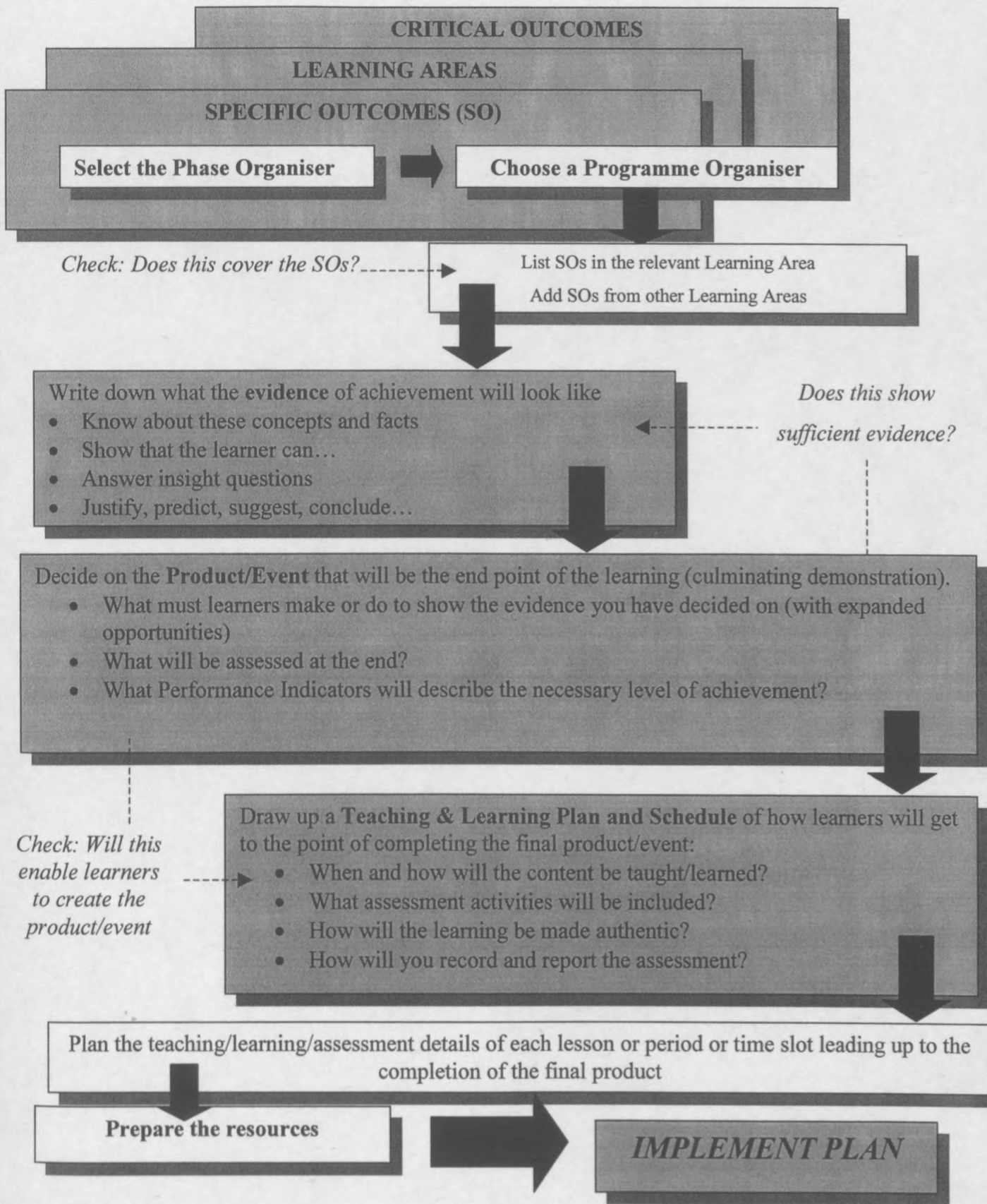


Figure 2.9: Curriculum Development in OBE

Source: Protec, 1999a

Once the Specific Outcomes have been selected, the evidence that is required from the learner in order to demonstrate competence, is developed. These statements amount to outcomes for this specific Learning Programme. The product or event that will be produced as culminating demonstration of competence would be described in the Assessment Criteria and Performance Indicators.

This is a complex curriculum design process that teachers in South Africa are still struggling to master. However, the design of Learning Programmes should be a complex process when the achievement of complex, life-role performances are being considered (Spady, 1994: 62).

2.5 SUMMARY

Housing education and training is a new concept in South African education and training and is aimed at the education of an informed and responsible housing consumer. This chapter presented an overview of the South African context of housing, as well as an overview of the literature about housing-related knowledge that consumers need to acquire.

An overview of the changes in education and training in South Africa were also provided and specific attention was given to the principles and philosophies underpinning the new curriculum. These processes will be used when developing recommendations in Chapter Five, Six and Seven, for the inclusion of housing education into the curriculum of the different phases of the GET Band of the NQF.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The aim of this chapter is to discuss the research methodology used during the research. This will show the reliability and validity of the data collection methods used as well as the reliability, validity and representativeness of the data.

This exploratory descriptive study (Babbie, 1989: 80; Touliatos & Compton, 1988: 264 – 266) consists of three phases. The chapter is presented as three parts in which the research methodology used in each phase is discussed. **Phase One** discusses the methodology followed to identify and define the housing education and training concepts needed to equip a school leaver as an informed housing consumer. **Phase Two** discusses the methodology followed in the evaluation of the core subject curriculums of the Foundation, Intermediate, Senior Phases, and the School Phase of the Further Education and Training (FET) Band of the National Qualifications Framework (NQF), so as to determine the frequency and relevance of the housing education and training core concepts present in these documents. **Phase Three** discusses the methodology followed in order to evaluate the recommendations made for the inclusion of housing education and training core concepts into the General Education and Training (GET) Band of the National Qualifications Framework (NQF). **Phase Four** presents the method that was used to develop the proposed model for inclusion of the housing education and training content into the Foundation, Intermediate and Senior Phases of the GET Band.

3.2 RESEARCH METHOD FOR PHASE ONE

A group data collection method, namely the Nominal Group Technique (NGT) (Morgan & Krueger, 1993: 14), was used. It is important to note that the results of the group meetings cannot be generalised because structured group meetings consist of a small

number of participants and therefore cannot be seen as representative of a larger population (Morgan & Krueger, 1993: 14).

The NGT mainly served as an idea generating strategy (Delbecq, Van de Ven & Gustafson, 1975: 4), where a heterogeneous group is guided to pool and prioritise their judgements regarding a certain issue so that a satisfactory course of action can be discovered or invented (Delbecq *et al.*, 1975: 5). This type of structured group meeting was the ideal methodology to be used with a heterogeneous group of housing practitioners and educationists, who were required to generate ideas regarding the future education of the potential housing consumer at the GET level of the NQF.

The efficient and constructive use of time is one of the advantages of this group decision-making process (Delbecq *et al.*, 1975: 5). The ideas generated in the structured group meeting are more objective and less personal because they are written down (Delbecq *et al.*, 1975: 47). Individual writing down of ideas enables the respondents to consider all the facets of the problem without being dominated by a specific mindset or framework (Delbecq *et al.*, 1975: 7). Round robin recording of ideas, on a flipchart, in the second phase of the group meeting allows attention to be given to each idea and increases the opportunity for each respondent to include an idea in the group's frame of reference. More ideas are generated in group context than by individuals responding to the same question separately (Delbecq *et al.*, 1975: 16).

This single-purpose, single-topic group meeting does not allow for spontaneity and is therefore not flexible (Delbecq *et al.*, 1975: 34). Participants must conform to the structure of the meeting, which initially takes time for some group members (Delbecq *et al.*, 1975: 25). Discussion is discouraged amongst the participants and needs to be constantly monitored by the moderator.

3.3 RESEARCH TECHNIQUE FOR PHASE ONE

This section will discuss the development and testing of the group session schedule; the moderating for the group sessions; the recruiting of the respondents and the procedure followed during the NGTs.

3.3.1 Development and Testing of the Group Session Schedule

A group session schedule (Addendum A) was used to guide the NGT, so as to ensure that the objective of the NGT, namely, to generate housing education and training core concepts that should be included in the school curriculum of learners in the GET Band of the NQF would be reached. The schedule was set up according to the format given by Delbecq *et al.* (1975: 8), but included only one voting:

1. Individual generation of ideas;
2. Round-robin recording of ideas;
3. Serial discussion for clarification; and
4. Independent voting.

The question posed to the respondents was as follows: "What must a school leaver know and be able to do to be equipped as an informed housing consumer?" Time allocation for the different steps was determined by the moderator and researcher before the group meeting took place to help the moderator in pacing the procedure (Delbecq *et al.*, 1975: 53). After the first group session the time allocations were adjusted, specifically to allow more time for the recording of the ideas generated on the flipchart. The first group session also served as the formal testing of the NGT group session schedule. The reliability and validity of the data could be influenced by the fact that only one voting session was allowed for. A second voting session would have allowed the respondents to further clarify the concepts generated before voting. Unfortunately, time did not allow for a second vote.

3.3.2 Moderating the Group Sessions

An experienced NGT moderator conducted the first structured group meeting. The researcher acted as the assistant moderator for this session and was trained as moderator for the following three sessions.

The researcher was familiar with the topic under discussion and had experience working with groups, and could therefore act as moderator for the structured group meetings after the first group session (Morgan & Krueger, 1993: 3, 4). Delbecq *et al.* (1975: 46) encourages the leader (or moderator) to be a working participant, which was possible because of the moderator's knowledge of the topic of discussion. The moderator also ensured that the respondents remained focused on the purpose of the NGT, improving the reliability and validity of the data obtained.

3.3.3 Recruiting the Participants

The researcher and experts in the research, education and housing fields selected potential respondents for the NGT group sessions. Delbecq *et al.* (1975: 41) suggests that a group of five to nine respondents is ideal, as a larger group would require too much time to record the individually generated ideas. Seven to ten respondents were recruited for each group session to allow for last minute cancellations. The composition of the different NGT group sessions is summarised in Table 3.1.

Table 3.1: Composition of the Structured Group Meetings

| Field of Experience | Location | | | | Total |
|-----------------------|--------------|---------|---------|---------|-------|
| | Western Cape | | Gauteng | | |
| | Group 1 | Group 2 | Group 3 | Group 4 | |
| Housing | 2 | 3 | 1 | 7 | 13 |
| Education | 2 | 4 | 2 | 0 | 8 |
| Housing and Education | 3 | 1 | 3 | 2 | 9 |
| Total | 7 | 8 | 6 | 9 | 30 |

All racial and cultural groups were represented by the four structured group meetings. As already mentioned in Chapter 1, an assumption was made that these groups would be representative and that they would therefore be able to generate the content needed to equip the learner with the knowledge, skills, attitudes and values to be able to make informed and responsible housing-related decisions.

The respondents were approached telephonically and requested to participate in the group sessions after being told the purpose of the research; the value of the respondent's participation and the reason for including the specific respondent as participant; as well as the value of the outcome of the group session to future housing consumers.

A letter (Addendum B) was then faxed to each respondent confirming the telephonic conversation. Respondents were contacted telephonically the day before the group meeting was conducted to confirm their participation.

3.3.4 Research Procedure

Four structured group meetings were conducted, two in the Western Cape and two in Gauteng. Each session lasted 1½ to 2 hours and took place in the afternoon, 14:00 – 16:00. The seating of the participants was pre-arranged using name cards. This facilitated the separation of colleagues and friends. Each participant was asked to fill in an information sheet (Addendum C) and return it to the moderator. The welcoming statement introduced the participants to one another and was used to briefly describe the NGT procedure. A fifteen-minute tea break followed the clarification and simplification of the generated ideas.

The participants were asked to rank ten of the ideas generated in terms of importance, where 1 was most important and 10 was least important. However, when the rank totals were calculated, the most important ideas were allocated a value of 10 and the least important, a value of one. The highest tally would therefore be that of the most important idea. A second voting could not be conducted because of the limited time. Debriefing

after each group meeting included the mathematical calculation of the rank ordering and the recording of any comments or suggestions resulting from the meeting. The NGT group sessions were not tape-recorded and therefore the information recorded on the flipcharts served as the main data source. This could influence the reliability and validity of the data, as all the aspects raised during the clarification of the ideas might not have been adequately recorded on the flipcharts.

Bias that might have influenced the outcome of the meeting:

- Delbecq *et al.* (1975: 58) suggests that only five to nine items can be ranked accurately; rank ordering ten items might have influenced the respondent's accuracy; and
- the ability of the moderator to summarise ideas generated into brief statements or phrases that are clear and understood by all the respondents might have been limited, due to the comprehensive nature of the topic under discussion.

The above-mentioned biases could have influenced the validity and reliability of the data generated.

3.4 RESEARCH METHOD FOR PHASE TWO

A document analysis was used in Phase Two of the research. This research method was selected, based on the purpose of the research and the time available for Phase Two.

Content or document analysis (Miles & Huberman, 1994: 55) is a "... research method that uses a set of procedures to make valid inferences from text" (Weber, 1990: 9). Nachmias and Nachmias (1997: 335) describes document analysis or coding as "... a process by which responses are classified into meaningful categories". The identifying of specified characteristics of a message is the process of coding text and involves the tagging of specific units of meaning in terms of 'descriptive' or 'inferential' information of a document (Miles & Huberman, 1994: 56). In other words, it is essentially a coding operation in which content is categorised and yet still carries meaning (Babbie, 1989: 208).

Sentences, words or phrases were the 'specific units of meaning' or 'units of analysis' used in the document analysis for this research. Each sentence containing content related to housing education was coded.

3.5 SELECTION OF SOURCE DOCUMENTS

All the primary and secondary school subjects listed in Report 550 (Department of Education, 1997a) of June 1997 were considered for the document analysis. Certain subject curriculums were not used because the content was not directly related to housing education. The reasons for not including these subject curriculums are summarised in Table 3.2.

The South African National Education Policy (SANEP) documents (Department of National Education, 1987) of 1987, containing the core subject curriculums of primary and secondary schools were used in the document analysis. The reason for this was that the 1994/1995 interim subject syllabuses were not accessible as they were under revision or not yet printed. The interim 1994/1995 syllabuses that were available had been revised to avoid gender and race discrimination in the wording of the documents. The content of these documents therefore remained the same as the 1987 core subject curriculums. It was therefore more practical to use the latter.

Table 3.2: Subjects Not Used in the Evaluation (N = 116)

| Subject | Motivation for excluding core subject curriculum |
|--|---|
| All Languages, Writing, Library | Language and literacy skills are essential to housing education, but the content is difficult to analyse in terms of the housing education and training core concepts |
| Mathematics, Commercial Mathematics, Functional Mathematics | Numerical skills are essential to housing education, but the content is difficult to analyse in terms of the housing education and training core concepts |
| Physiology | Specialised subject not pertaining to housing education |
| Bible Stories, Bible Education, Religious Education | Religious education not pertaining to housing education |
| Class Music, Music Theory, Music Composition, Music, Music: Class Singing, Practical Music, History of Theatre, Costume and Ballet or Literature, National and Greek Dancing, Practical Ballet, Speech and Drama, Physical Education | Performing arts that are not relevant to housing education |
| Shorthand, Typing, Reception Studies, Computer Studies | Practical commercial subjects in which the learner acquires specific skills |
| Fitting and Turning, Industrial Arts, Motor Body Repairs, Motor Mechanics, Motor Vehicle Construction, Tractor Mechanics, Watchmaking | Practical vocational subjects in which the learner acquires specific skills |

3.6 RESEARCH TECHNIQUE FOR PHASE TWO

This section will discuss the development of the housing education and training core concepts and accompanying housing education and training sub-concepts. The relevance rating scale, as well as the coding procedure, will also be discussed.

3.6.1 Development of Housing Education and Training Core Concepts and Housing Education and Training Sub-Concepts

Coding can be described as the assignment of short pieces of text or “codes” to specific segments of a document (Muhr, 1997: 2&3). “Codes may carry a comment, describing its meaning in further detail or describe how it should be used in coding” (Muhr, 1997: 2). Numbers were therefore not used in the coding process. Descriptive codes were allocated to the housing education and training core concepts derived from the NGT group sessions conducted in Phase One of the research. The list of descriptive codes for the housing education and training core concepts is presented in Table 3.3.

Because of the comprehensive nature of the housing education and training core concepts and resulting codes shown in Table 3.3, sub-codes or “housing education and training sub-codes” were developed from the housing education and training core concepts. By introducing the more specific housing education and training sub-concepts for each housing education and training core concepts, the depth of the coding was improved, which improved the reliability and validity of the coding of the units of analysis (Miles & Huberman, 1994: 57). The housing education and training core concepts, as well as the housing education and training sub-concepts will be discussed in more detail in Chapter Four where the NGT data is presented.

Table 3.3: Codes of Housing Education and Training Core Concepts

| Housing Education and Training Core Concepts | | Codes |
|---|-------------------------------|--------------|
| 1 | Basic Housing Technology | BHT |
| 2 | Community | COMM |
| 3 | Cultural Aspects of Housing | CAH |
| 4 | Environment | ENV |
| 5 | Financial Aspects of Housing | FAH |
| 6 | Housing Consumerism | HC |
| 7 | Housing Design and Decoration | HDD |
| 8 | Housing Market | HM |
| 9 | Housing Needs | HN |
| 10 | Housing Policy | HP |
| 11 | Legal Aspects of Housing | LAH |
| 12 | Resource Management | RM |
| 13 | Role-Players in Housing | RP |
| 14 | Source of Housing Information | SHI |
| 15 | Tenure Options | TO |
| 16 | Types of Housing | TH |

3.6.2 The Relevance Rating Scale

An ordinal scale was used to rate the relevance of each of the housing education and training core concepts identified in the core subject curriculums. The scale consisted of three ratings: 1 = housing education and training core concept of minor relevance to housing education; 2 = housing education and training core concept satisfactory for housing education and 3 = housing education and training core concept relevant to housing education. Descriptions of the meanings of the relevance ratings are shown in Table 3.4.

Table 3.4: Relevance Ratings of Housing Education and Training Core Concepts

| Rating | Level indicator | Description |
|--------|------------------------|---|
| 1 | Minor relevance | Contextual and additional information need to be added to this concept to be able to use it to teach housing education |
| 2 | Satisfactory relevance | Contextual changes or additional information needs to be added to this concept to be able to use it to teach housing education |
| 3 | Completely relevant | This concept can be used without making contextual changes or adding information to teach housing education |

3.6.3 The Coding Procedure

The content of the core subject curriculums were coded in terms of the housing education and training core concepts and housing education and training sub-concepts using a tally sheet. The document reference number, unit of analysis, housing education and training code, sub-housing education and training code and relevance rating were recorded on a tally sheet (Addendum D) (Graziano & Raulin, 1993: 77; Roux, 1997). A new tally sheet was used for each subject curriculum. This raw data was later entered into an Excel[®] worksheet.

Selected core subject curriculums were test-coded by the researcher and an expert in housing and education. A comparison was made between the two individual's different sets of coding in order to determine whether the documents were coded in a similar way and whether the operational definitions were clear and understandable. Changes were brought about to two of the operational definitions. These operational definitions will be discussed in detail in Chapter Four where the results of the NGT group sessions will be presented. The same documents were re-coded one week later by the researcher and the necessary adjustments made to the researcher's coding. This served to ensure reliability and validity during the coding process.

3.7 RESEARCH METHOD FOR PHASE THREE

Focus group interviewing was used to confirm or verify the initial findings of the research and to develop suggestions regarding the recommendations for the inclusion of the housing education and training core concepts into the Foundation, Intermediate and Senior Phases of the GET Band.

Although focus groups have too few participants to use the data generated to make generalisations regarding a larger group or population (Morgan & Krueger, 1993: 14), it is an ideal means for bridging the gap between academic knowledge and practical implementation (Morgan & Krueger, 1993: 16). Focus groups can also be used to determine consensus regarding a certain topic or issue (Morgan & Krueger, 1993: 17).

3.8 RESEARCH TECHNIQUE FOR PHASE THREE

The quality of a focus group is determined by the choice of participants, the choice of moderator and the way in which the questions to be asked during the group session are formulated (Knodel, 1993: 72, 74-76). This section will therefore discuss the development and testing of the session schedule, the selection of participants for the group session and the conducting of the focus groups.

3.8.1 The Session Schedule

It is advisable to keep the number of broad concepts examined in a focus group moderate so that each concept or issue can be examined in detail. Otherwise the problems of insufficient time and superficial discussion occur.

The session schedule used during the group session is given in Addendum E. The format of the session schedule used for the group session was as follows (Krueger, 1994: 82):

1. Ice-breaker;
2. Introduction;

3. Introductory question and discussion;
4. Key question and discussion; and
5. Close.

Two questions were used to initiate conversation and direct the group. The general topic was introduced to the participants in the first question. The first, or introductory question, allowed the respondents to reflect on their past experiences in order to identify with the topic under discussion (Krueger, 1994: 54). The aspects highlighted in the discussion of this question served to confirm the findings in the NGT group sessions in Phase One of the research. The second question was posed with the intention of “driving the study” (Krueger, 1994: 55). This key question asked the respondents to make suggestions regarding the development of recommendations for the inclusion of the housing education and training core concepts into the Foundation, Intermediate and Senior Phase of the GET Band.

The session schedule was tested informally by experts in the fields of education and housing. Time allocation was predetermined to help the moderator pace the meeting and, therefore, to ensure that the objectives of the focus group would be achieved (Delbecq *et al.*, 1975: 53). This further ensured that valid and reliable data would be obtained.

The researcher’s familiarity with the topic being discussed and experience of working with groups enabled her to act as moderator of the focus group.

3.8.2 Selection of Respondents

The respondents were selected by the researcher together with experts in housing and education. It was decided that respondents representing educators at primary, secondary and tertiary level should be integrated with representatives from the housing field.

A total of nine respondents attended the group session, of which four were from the housing field and five from the education (primary, secondary and tertiary) fields. The

mixture of respondents in the focus group allowed a balanced perspective to be obtained during the group discussion.

3.8.3 Research Procedure for Phase Three

Once all the participants had arrived, the ice-breaker was used to introduce the participants to each other and to create a relaxed atmosphere conducive to open discussion. The introduction gave a brief background of the research and introduced the theme for the group session. The participants gave their permission for the group session to be tape-recorded.

An introductory question was asked to initiate discussion and to familiarise the participants with the topic. The question was stated as follows: "What should children (6–14 years) know and be able to do to equip them as informed housing consumers?" (refer to the session schedule in Addendum E).

The key question was posed after the break and the resulting discussion was facilitated by the moderator. The key question was stated as follows: "What suggestions/changes would you make to the proposed model for the inclusion of housing education and training into the school curriculum?" The participants were further requested to keep in mind the complexity of housing education and training for the child as well as the relevance of the concepts to the age group of the child (refer to the session schedule in Addendum E). A five-minute period was allowed for the individual generation of responses to the key question. Participants were asked to respond to the key question in round-robin fashion, introducing one idea at a time. The format of the recommendations was a problem for the group to understand and appeared to inhibit conversation. The group session was closed by summarising some of the main points highlighted in the discussion.

3.9 DATA ANALYSIS

The ideas generated in the NGT group sessions of **Phase One** of the research was summarised into brief phrases. The results of the four group meetings were then integrated according to similarity of ideas.

The data yielded during **Phase Two** of the research namely, the document analysis, was processed using Excel[®]. The document code, subject name, Grade, unit of analysis, housing education and training codes, housing education and training sub-concepts and relevance rating for each item was entered into a worksheet and contingency tables and bar charts were drawn using this data.

The data gathered in **Phase Three** of the research, namely the focus group, was selectively transcribed, i.e. only the relevant portions of the tape-recording were transcribed for use in the research. All transcriptions were verbatim. The discussion resulting from the posing of the introductory question was used in Chapter Four to confirm the housing education and training core concepts derived from the NGT group sessions in Phase One of the research. The discussion resulting from the key question was used in the recommendations of Chapter Five.

3.10 METHODS USED IN PHASE FOUR OF THE RESEARCH

In Phase Four of the research the knowledge, skills, attitudes and values embedded in the sixteen housing education and training core concepts were defined. Outcomes were developed for each of the concepts based on this information. An outcomes-based model was then developed that would facilitate the introduction of housing education and training content into the curriculum of the GET Band, using the constructs present in Curriculum 2005. The methods used during this phase of the research will be discussed in the following section.

3.10.1 Knowledge, Skills, Attitudes and Values embedded in the Sixteen Housing Education and Training Core Concepts

Content cannot be included in an outcomes-based curriculum without the formulation of outcomes. However, outcomes can only be developed once the knowledge, skills, attitudes and values for that content has been determined. Literature was analysed and used to determine the knowledge and skills component of the sixteen housing education and training core concepts derived from the NGT sessions. A differentiation was made between the levels of complexity of the knowledge and skills component of the core concepts for each of the phases in the GET Band.

The values and attitudes that are embedded in the sixteen housing education and training core concepts underpin and support the knowledge and skills that a learner will need to acquire in order to be able to make informed and responsible housing-related decisions. These values and attitudes were derived from literature on housing education and training.

3.10.2 Development of the Housing Education and Training Outcomes

The outcomes in the proposal for the inclusion of the housing education and training content into the Foundation, Intermediate and Senior Phases of the GET Band were derived by analysing the knowledge, skills, attitudes and values embedded in the sixteen housing education and training core concepts. The format for the formulation of outcomes, as stipulated by the South African Qualifications Authority, and described in the document “Criteria for the generation and evaluation of qualifications and standards within the NQF” (SAQA, 2000a), was used as a guideline.

3.10.3 Development of an Outcomes-Based Curriculum Development Model

A model was developed, based on existing models of the OBE curriculum development process (see Figures 2.7-2.9). The aim of the model is to facilitate the introduction of housing education and training content into the three phases of the GET Band using the constructs present in Curriculum 2005. Illustrative Learning Programmes were developed.

An adapted model was developed to incorporate the changes proposed by Chisholm (2000) for the simplification of the National Curriculum. Some of the recommendations proposed in her report included the omission of the Phase and Programme Organisers, the Assessment Criteria and the Performance Indicators (Chisholm, 2000: 77). The Chisholm Report also recommended the development of Learning Area Statements that would replace the Specific Outcomes that are present in Curriculum 2005.

3.11 SUMMARY

This chapter covered the research methodology used to collect the data in Phase One, Two, Three and Four of the research. Chapter Four presents and discusses the data generated using the methods described in Chapter Three.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 INTRODUCTION

The aim of this chapter is to present and discuss the data obtained during the different phases of the research. It is divided into four sections according to the objectives of the research:

- To determine which housing education and training core concepts are needed to equip a school leaver as an informed and responsible housing consumer (section 4.2);
- To describe the housing education and training core concepts that are needed to equip a school leaver as an informed and responsible housing consumer;
- To evaluate the status of housing education and training in the present education system by determining the frequency of the housing education and training core concepts occurring in the core subject curriculums of the Foundation, Intermediate and Senior Phases of the General Education and Training (GET) Band and the School Phase of the Further Education and Training (FET) Band (section 4.3);
- To evaluate the status of housing education and training in the present education system by determining the relevance of the housing education and training core concepts in the core subject curriculums of the Foundation, Intermediate and Senior Phases of the GET Band and the School Phase of the FET Band (section 4.4); and
- To verify the housing education and training core concepts as well as the recommendation to include the concepts into the Foundation, Intermediate and Senior Phases of the GET Band of the NQF.

4.2 THE HOUSING EDUCATION AND TRAINING CORE CONCEPTS

The aim of this section is to present and discuss the data obtained from the structured group meetings conducted during the first phase of the research. The data obtained is mainly qualitative.

The housing education and training core concepts generated using the Nominal Group Technique (NGT) in the structured group meetings, were used in the second and third phase of the research to evaluate the status of housing education in the present core subject curriculum at primary and secondary schools and to make the recommendations for the inclusion of housing education into the GET Band of the National Qualifications Framework (NQF)

4.2.1 Generating the Housing Education and Training Core Concepts

Tables 4.1 to 4.4 present the housing education and training phrases (later refined into core concepts) generated in each of the structured group meetings. Each list is prioritised according to the rank totals obtained in each group.

Table 4.1 is a summary of the housing education and training phrases generated by the structured group meetings conducted in Cape Town. The group generated seventeen phrases, but only fourteen of these phrases received votes from the five participants. Three of these phrases received only two votes. Because of the small size of the group (five participants), these phrases were included in the processing of the data.

The phrase with the highest rank total for the Cape Town structured group meeting was “factors affecting housing choice” (47). “Ability to make informed choices regarding tenure options” (33), “the use of and payment for services related to housing”(33) and “access to and knowledge of housing finance” (26) also received high ranking totals, and were voted for by all five of the participants. Although the phrase “use of a budget to

assess own needs and financial resources” was voted for by only four of the participants it received one of the highest ranking totals (26).

Table 4.1: Summary of the Housing Education and Training Phrases Generated by the Structured Group Meeting conducted in Cape Town

| Order of Importance | Generated Housing Education and Training Phrases | Total No. of Votes (N=5) | Rank Total (Max =50) |
|----------------------------|--|---------------------------------|-----------------------------|
| 1 | Factors affecting housing choice | 5 | 47 |
| 2 | Ability to make informed choices regarding tenure options | 5 | 33 |
| 3 | The use of and payment for services related to housing | 5 | 33 |
| 4 | Access to and knowledge of housing finance | 5 | 26 |
| 5 | Use of a budget to assess own needs and financial resources | 4 | 26 |
| 6 | Basic housing policy and the constitution | 3 | 18 |
| 7 | Quotes (related to housing) | 4 | 17 |
| 8 | Basic technical understanding of construction, building skills, maintenance and provision of services related to housing | 4 | 16 |
| 9 | Government housing structures at different levels | 3 | 16 |
| 10 | Community involvement in maintaining a well ordered environment | 3 | 12 |
| 11 | To be able to critically evaluate options to be able to make informed decisions | 2 | 11 |
| 12 | To be able to find information | 2 | 8 |
| 13 | Conservation of scarce resources | 3 | 7 |
| 14 | Know what constitutes a healthy home | 2 | 5 |

One of the greatest obstacles experienced by Government in the provision of housing is the consumer’s preference for one type of tenure option, that of owning a single standing home on a plot (Ministry of Housing, 1996: 2). These phrases capture this concern and highlight its importance in the education of the potential housing consumer.

Although the phrase with the lowest rating was “know what constitutes a healthy home” (5), it was voted for by two participants and therefore has relevance regarding the education of the potential housing consumer. This is underpinned by the Department of Housing (DOH) when housing is described as “more than just a physical need - ...a spiritual need that supports a dignified and tolerable life” (Department of Housing (DOH), 1996: 5).

One of the problems being experienced in housing education and training in South Africa is the responsibilities of the housing consumer. The structured group meeting held in Cape Town emphasised the importance of the different responsibilities of the housing consumer, therefore highlighting the need for this content to be included in the education of the potential housing consumer.

Table 4.2 lists the housing education and training phrases generated by the structured group meeting conducted in Stellenbosch in the priority order determined by the ranking totals for the group of six. Twenty-three phrases were generated and twenty received votes from the group.

None of the phrases were voted for by all six participants. However, “Financial Aspects of Housing” (28) had the highest rank total and was voted for by five of the participants of the Stellenbosch group meeting. “Composition and interaction of the different components of the community in housing development” (28) also received a high rank total even though it was only voted for by four of the participants. Another two phrases that had a high rank total were “accessing housing-related information” (25) and “implications of home ownership vs. renting” (25). “Respect for culture and expression of culture in housing” was voted as most important by two of the participants, thus giving it a rank total of 20. “Advantages and disadvantages of different types of housing” (7), “awareness of consequences of legal aspects of housing” (6) and “factors influencing housing needs” (5) received the lowest ratings of importance. “Basic maintenance problems and solutions” (10) and “appreciation of architectural heritage in South Africa”

(10) had a relatively low ranking total, but were each rated as most important by the participant that voted for the phrase.

Table 4.2: Summary of the Housing Education and Training Phrases Generated by the Structured Group Meeting conducted in Stellenbosch

| Order of Importance | Generated Housing Education and Training Phrases | Total No. of Votes (N=6) | Rank Total (Max = 60) |
|----------------------------|---|---------------------------------|------------------------------|
| 1 | Financial aspects of housing | 5 | 28 |
| 2 | Composition and interaction of the different components of the community in housing development | 4 | 28 |
| 3 | Accessing housing-related information | 5 | 25 |
| 4 | Implications of home ownership vs. renting | 4 | 25 |
| 5 | Respect for culture and expression of culture in housing | 2 | 20 |
| 6 | Self-help and other housing options available in South Africa | 4 | 19 |
| 7 | Optimal use of natural resources in housing | 4 | 19 |
| 8 | Making the interior of the home attractive by using different components and materials | 4 | 19 |
| 9 | Housing standards to ensure safety in the home | 3 | 19 |
| 10 | The effect and components of the environment in which a house is located | 2 | 18 |
| 11 | Knowledge of financial resources related to housing | 3 | 16 |
| 12 | Basic technology used when planning and altering a home | 3 | 16 |
| 13 | Use of different resources to maintain and run the home | 3 | 15 |
| 14 | Principles of interior design in the home | 4 | 13 |
| 15 | Economic role of housing | 2 | 12 |
| 16 | Basic maintenance problems and solutions | 1 | 10 |
| 17 | Appreciation of architectural heritage in South Africa | 1 | 10 |
| 18 | Advantages and disadvantages of different types of housing | 2 | 7 |
| 19 | Awareness of consequences of legal aspects of housing | 3 | 6 |
| 20 | Factors influencing housing needs | 1 | 5 |

Many first time homeowners in the low-income sector of the housing market are confronted with the complexities of the delivery process and difficult financial terms (Herbst, 1996: 2). This has resulted in the exploitation of many ill-informed individuals (Baker & Erasmus, 1996: 93). It is also visible in the high number of owners of affordable and low-cost housing who are in arrears with their mortgage payments (Housing Fax, 1998e: 3).

The Stellenbosch participants were the first to mention the importance of the housing environment when educating the potential housing consumer. Interior design and decoration, as well as the expression of culture through housing and the appreciation of South Africa's architectural heritage touched on the importance of the aesthetic aspects of housing to the individual and family. The home needs to be a safe environment in which the individual and family can develop and satisfy their needs by using and managing different resources. This aspect of housing contributes to making the residential environment a "habitable" one (DOH, 1994: 21).

Table 4.3 lists the housing education and training phrases generated by the structured group meeting conducted in Pretoria in order of importance. Fifty-two phrases were generated by the six participants, and twenty-two phrases received votes.

The three phrases that received the highest rank total and were voted for by five of the participants, were "financial help available" (38), "types of housing available" (31) and "maintenance of the home by the owner" (30). Two other phrases that received a high ranking order were "financial implications of running own home" (28) and "right of tenure" (28). Although the two phrases "Masakhane, i.e. culture of payment" and "housing market" only received a rank total of 10 each, this indicates that each of the participants voting for these concepts rated them as most important. The phrases that had the lowest rank total were "conservation of resources" (4) and "social networking in community and home" (2).

Table 4.3: Summary of the Housing Education and Training Phrases Generated by the Structured Group Meeting conducted in Pretoria

| Order of Importance | Generated Housing Education and Training Phrases | Total No. of Votes (N=6) | Rank Total (Max = 60) |
|----------------------------|--|-------------------------------------|----------------------------------|
| 1 | Financial help available | 5 | 38 |
| 2 | Types of housing available | 5 | 31 |
| 3 | Maintenance of the home by the owner | 5 | 30 |
| 4 | Financial implications of running own home | 4 | 28 |
| 5 | Right of tenure | 3 | 28 |
| 6 | Payment of bonds | 3 | 20 |
| 7 | Housing needs in the family cycle | 3 | 19 |
| 8 | Differences and implications of owning vs. renting | 4 | 18 |
| 9 | Different housing role players, e.g. National Government | 4 | 18 |
| 10 | What to consider when choosing a home | 2 | 12 |
| 11 | Role of Local Government | 4 | 11 |
| 12 | Choosing a suitable, affordable home within the limits of a budget | 2 | 11 |
| 13 | Effect of environment | 3 | 10 |
| 14 | Masakhane, i.e. culture of payment | 1 | 10 |
| 15 | Housing market | 1 | 10 |
| 16 | Payment of bonds | 1 | 8 |
| 17 | Fulfilment of individual's needs through housing | 2 | 7 |
| 18 | Implications and responsibilities of contracts | 2 | 5 |
| 19 | Rights and responsibilities as a consumer | 2 | 5 |
| 20 | Factors influencing choice of a home | 1 | 5 |
| 21 | Conservation of resources | 1 | 4 |
| 22 | Social networking in community and home | 2 | 2 |

The three phrases with the lowest ranking order highlight the fact that housing is not only a physical entity, but that it is also a social artefact (Bourne in Meyer, 1997: 150). The White Paper (DOH, 1994: 21) also places housing within a social context, that of a “viable community”.

The housing education and training phrases generated by the group meeting in Pretoria were similar in content to the phrases generated by the Stellenbosch participants. These participants placed emphasis on the knowledge related to the rights and responsibilities of the housing consumer, a problem presently being experienced in housing in South Africa. The financial implications of maintaining and running a home, as well as the financial responsibilities of the housing consumer, were emphasised by the group. Alternate forms of tenure and the financial implications thereof were introduced. Once again, consumer issues mentioned in the previous two structured group meetings were emphasised.

The responsibilities emphasised by the participants of this structured group meeting also emphasise that consumers expectations overshadow the individual's interest in the housing delivery process (Kromberg in Meyer, 1997: 159). Consumers expect to be supplied with a house, without really considering the different rights and responsibilities related to this right to "have access to housing" (DOH, 1996: 3).

Table 4.4 summarises the housing education and training phrases generated by the eight participants of the structured group meeting conducted in Johannesburg. Twenty-five phrases were generated and twenty-four received votes.

The phrase with the highest rank total was "determining affordability of accommodation by drawing up a budget" (58). Housing education and training phrases that also received a high rating were: "advantages and disadvantages (incl. financial) of different types of housing and tenure" (34), "rights and responsibilities of owning a house" (32), "understanding long-term cost of ownership" (30), "steps in acquiring own home" (27) and "costs of building and having own home" (25). The housing education and training phrase that received the lowest rank total by the group meeting was "importance of community involvement" (1). However, other housing education and training phrases relating to the importance of the community's involvement in housing, such as "economic and social importance of home ownership", received a higher rating by the group. The phrases generated by the Johannesburg group meeting repeated the concern regarding the financial risks and responsibilities mentioned in the other groups.

Table 4.4: Summary of the Housing Education and Training Phrases Generated by the Structured Group Meeting conducted in Johannesburg

| Order of Importance | Generated Housing Education and Training Phrases | Total No. of Votes (N=8) | Rank Total (Max = 80) |
|---------------------|---|--------------------------|-----------------------|
| 1 | Determining affordability of accommodation by drawing up a budget | 6 | 58 |
| 2 | Advantages and disadvantages (incl. financial) of different types of housing and tenure | 5 | 34 |
| 3 | Rights and responsibilities of owning a house | 5 | 32 |
| 4 | Understanding long-term cost of ownership | 4 | 30 |
| 5 | Steps in acquiring own home | 5 | 27 |
| 6 | Costs of building and having own home | 5 | 25 |
| 7 | Role-players in housing | 3 | 21 |
| 8 | Economic and social importance of home ownership | 4 | 19 |
| 9 | Location of accommodation | 3 | 19 |
| 10 | Importance of the culture of payment | 3 | 18 |
| 11 | Basic knowledge of sociology relating to the individual and the family | 3 | 15 |
| 12 | Having access to housing-related information | 3 | 14 |
| 13 | Influence of market forces on financial risks of home ownership | 3 | 12 |
| 14 | Basic knowledge of housing technology | 3 | 11 |
| 15 | The housing process within a social context | 3 | 10 |
| 16 | Economic role of housing | 3 | 10 |
| 17 | Basic knowledge of legal aspects of housing | 1 | 9 |
| 18 | Basic managerial skills | 2 | 6 |
| 19 | Terms, conditions and parties of contracts | 1 | 4 |
| 20 | Code of conduct of role-players in housing | 1 | 3 |
| 21 | Sources of information regarding protection of housing consumer | 1 | 3 |
| 22 | Insurance of home and contents | 1 | 2 |
| 23 | Role of government in housing environment | 1 | 2 |
| 24 | Importance of community involvement | 1 | 1 |

This structured group meeting introduced the concept of consumers needing to be proactive in their need for shelter. The Draft Housing Bill (DOH, 1996: 3) describes housing as a “product of human endeavour and enterprise”. Consumers need to be equipped with

the knowledge and skills in order to be able to access housing. This idea is expressed in the phrases mentioned in the previous paragraph.

A wide variety of phrases, covering the various aspects of housing, were generated by the four structured group meetings. Rights and responsibilities of the housing consumer were mentioned in different forms by each of the groups. Emphasis was placed on the different tenure options as well as the implications of home ownership in relation to tenure options like renting. The housing education and training phrase emphasised by all the groups was the financial aspects of housing, especially regarding affordability and sources of housing finance. The housing education and training phrases generated encompass the important housing consumer issues prevalent in the South African context and highlight the most important knowledge and skills needed to equip the school leaver as an informed and responsible housing consumer.

The way in which the different housing education and training phrases were combined and refined to formulate the housing education and training core concepts used in the document analysis will be discussed in the following section.

4.2.2 Combination of the different Phrases Generated by the Structured Group Meetings in order to identify the Housing Education and Training Core Concepts

The combination of the housing education and training phrases generated by the four structured group meetings is presented in Table 4.5. Phrases with similar content were combined into more general housing education and training core concepts. The source of the phrase used to formulate the housing education and training core concepts is indicated in Table 4.5 by listing the number of the item in the "order of importance" column of the table of phrases generated by each structured group meeting, as presented in the previous section.

Table 4.5: Combination of the Housing Education and Training Core Phrases Generated by the Four Structured Group Meetings

| Housing Education and Training Core Concepts | List of Phrases from each Group in each Redefined Category | | | |
|--|--|--------------|----------------------|----------------|
| | Cape Town | Stellenbosch | Pretoria | Johannesburg |
| "Tenure Options" (TO) | 2;3 | 4;10;18 | 2;3;4;5;6;8;14;16;19 | 2;3;4;6;8;22 |
| "Legal Aspects of Housing" (LAH) | 7 | 19 | 6;18 | 17;19 |
| "Financial Aspects of Housing" (FAH) | 4;5 | 1;11;9;10 | 1;4;6;12;14;16;20 | 1;4;6;8;13;22 |
| "Community" (COMM) | 10 | 2 | 13;14;22 | 10;11;15;24 |
| "Resource Management" (RM) | 13 | 7;13 | 21 | 1;18 |
| "Role-Players in Housing" (RP) | 9 | 2 | 9;11 | 7;20;23 |
| "Sources of Housing Information" (SHI) | 12 | 3 | | 12 |
| "Housing Needs" (HN) | 1 | 20 | 7;10;12;17;20 | 5;9;11;15 |
| "Housing Consumerism" (HC) | 1;11 | 20 | 7;10;12;17;19;20 | 1;5;9;11;15;21 |
| "Environment" (ENV) | 14 | 10 | 13 | |
| "Housing Market" (HM) | | 15 | 15 | 8;13;16 |
| "Basic Housing Technology" (BHT) | 8 | 9;12;16 | 3 | 14 |
| "Types of Housing" (TH) | | 6 | 2 | |
| "Housing Policy" (HP) | 6 | 9 | 23 | 9;11 |
| "Housing Design and Decoration" (HDD) | | 8;14 | | |
| "Cultural Aspects of Housing" (CAH) | | 5;17 | | |

The following ten housing education and training core concepts were mentioned by all the structured group meetings and include: "Tenure Options" (TO), "Legal Aspects of Housing" (LAH), "Financial Aspects of Housing" (FAH), "Community" (COMM) and "Resource Management" (RM), "Role-Players in Housing" (RP), "Housing Needs" (HN), "Housing Consumerism" (HC), "Basic Housing Technology" (BHT) and "Housing Policy" (HP). "Housing Design and Decoration" (HDD) and "Cultural Aspects of Housing" (CAH) were only mentioned by the Stellenbosch group, however the next section will highlight the importance of including these concepts in the education of the potential housing consumer.

4.2.3 Comparison of the Housing Education and Training Core Concepts with the Focus and Content of the Housing Component of Home Economics in South Africa

Home Economics is “a multidisciplinary applied science concerned with the physical, psychological, social and material wellbeing of the individual, family and other groups through the use of knowledge to utilise resources and apply technology to satisfy needs and expectations with respect to certain aspects of foods, housing and clothing” (Boshoff, 1997: 53).

Home Economics, as subject in South African secondary schools, is therefore one of the vehicles presently used for housing education. The housing education and training core concepts generated by the structured group meetings were therefore compared to the focus and content of the housing component of this field of study.

Table 2.3 in Chapter Two is a summary of the focus and content of the housing component of Home Economics (Boshoff, 1997: 56). This table highlights the remarkable similarities between the housing education and training core concepts generated by the structured group meetings and the main areas of focus in the field of Home Economics.

The housing education and training core concepts related to “the study of the South African housing situation and policy, community participation and responsibilities in housing” include “Role-Players in Housing” (RP), “Housing Consumerism” (HC), “Housing Market” (HM), “Housing Policy” (HP), “Tenure Options” (TO), “Legal Aspects of Housing” (LAH), “Financial Aspects of Housing” (FAH) and “Community” (COMM). Housing decisions comprise an essential part of the concept “Housing Consumerism” (HC) but are also affected by knowledge of “Tenure Options” (TO), “Legal Aspects of Housing” (LAH), “Financial Aspects of Housing” (FAH), “Resource Management” (RM), “Sources of Housing Information” (SHI), “Housing Needs” (HN),

“Housing Market” (HM), “Types of Housing” (TH), “Housing Policy” (HP), “Housing Design and Decoration” (HDD) and “Cultural Aspects of Housing” (CAH).

The housing education and training core concept “Housing Needs” (HN) takes into consideration “housing for special needs” included in the component housing. “Basic Housing Technology” (BHT) also includes the focus areas “home planning and construction” and “maintenance”. “Home furnishings” is included in the description of the housing education and training core concept “Housing Design and Decoration” (HDD). The focus area “management of the environment” is related to the housing education and training core concept “Resource Management” (RM) and “Environment” (ENV). The housing education and training core concept “Cultural Aspects of Housing” (CAH) contains content relating to the “history of interiors and housing” as well as the “socio-psychological aspects of housing”.

Although the focus area “household equipment” is not specified in any of the descriptions of the housing education and training core concept, this component can be included when considering ways in which to satisfy housing needs, and when decorating the home. It can therefore be related to the housing education and training core concepts “Housing Needs” (HN) and “Housing Design and Decoration” (HDD).

The similarities between the housing education and training core concepts and the focus areas of the component of housing in the field of Home Economics, highlights the consensus found in the focus of housing as a field of study and the focus of housing practitioners and their experiences with the housing consumer. Although emphasis is placed on different content areas, the similarities between the two bodies of content support the findings of phase one of the research.

4.2.4 Describing the Content of the Housing Education and Training Core Concepts

The descriptions of the content included in each of the housing education and training core concepts will be discussed in this section. Quotes from the structured group meetings are included to show how the brief description was derived and also gives an indication of the meaning that the participants attached to the phrases that were generated. All the housing education and training core concepts will be discussed in alphabetical order.

4.2.4.1. Basic Housing Technology (BHT)

This includes knowledge of the basic skills an individual or family needs in order to be able to make informed decisions regarding the planning, building, finishing-off, renovation and maintenance of a home. The specific phrases from the NGT group sessions were as follows:

“Understand basic technological principles of construction; ventilation; national building regulations; understanding the reading of plans; basic knowledge of housing technology, i.e. building construction, plumbing, knowledge of the factors involved in extending, enlarging the home”.

The participants stressed that housing consumers should have some knowledge of the technical aspects of housing so that unscrupulous operators would not exploit them.

4.2.4.2. Community (COMM)

The way in which the civic, social and economic components of the community interact, and the role each of these components play when housing consumers acquire, adapt and maintain their own homes. The participant's phrases were as follows:

“Community involvement in maintaining a well-ordered environment; composition and interactions of the different components of the community; importance of community involvement in housing development; structure of community; obligations within community related to home ownership”.

The role and influence of the community in housing was emphasised by the participants. It is therefore essential that the potential consumer has an understanding of the influence of the community on the housing environment of the individual and family.

4.2.4.3. Cultural Aspects of Housing (CAH)

This includes all the aspects of culture that influence the housing consumer when acquiring or keeping a home. It also includes the different types of traditional housing and architecture in South Africa. Phrases generated in the group sessions were:

“Respect for culture and expression of culture in housing; appreciation of architectural heritage in South Africa; cultural aspects of housing”.

Because culture was not very well defined by the participants in the group meetings, the different aspects of culture influencing the housing decision-making process identified by Boshoff (1997: 64) was included in the description. The concept was therefore further defined to include norms, values, symbolic sanctions, material culture, social structure, housing experience, reference group and lifestyle.

4.2.4.4. Environment (ENV)

The concept environment is described as the interaction of the micro-, meso- and macro-environment with the individual and/or family and the interaction of the individual and/or family with the micro-, meso- and macro-environment. The micro-environment refers to the immediate environment or environment within the home; the meso-environment refers to the surrounding environment, outside the home, such as the neighbourhood and

the macro-environment refers to the global environment that indirectly affects the micro- and meso-environment in which the individual and/or family live. Phrases generated in the NGT group sessions included:

“Understanding of environment outside the house; effect of environment; using home environment in individual development; pollution; basic knowledge of sociology, environmental affairs and basic hygiene”.

The participants emphasised the interaction between the individual and/or family and the environment. The description used for the environment encompasses the different levels at which this interaction occurs and to what extent it affects the housing situation of the individual.

4.2.4.5. Financial Aspects of Housing (FAH)

This includes affordability of housing, different sources of housing finance, different types of housing finance, different ways of obtaining housing finance and financial responsibilities of the housing consumer once the financial commitment has been made.

The following phrases were generated:

“Know about where to get finance; how to access finance; knowledge of subsidies; knowledge of importance of saving – will to save; understand the principle ‘the user pays’; financial aspects, for instance insurance, inflation, instalments, budgeting, etc.; understanding implications and have knowledge of bond, loan, transfer, deposit, subsidy; means of payment, understanding terms of payment, for instance sliding scale; financial implications of running own home; ‘hidden costs’; Masakhane – culture of payment”.

The housing practitioners participating in the structured group meetings expressed frustration and concern at the ignorance of the housing consumer regarding financial aspects of housing, and saw this as one of the main problems experienced by first time home owners and inexperienced consumers.

4.2.4.6. Housing Consumerism (HC)

This includes the rights and responsibilities of the housing consumer; the behaviour of the housing consumer when acquiring and keeping a home (including the housing decision-making process) and protection provided to the housing consumer. The participants in the group sessions generated the following phrases:

“Be able to take pro-active steps to house themselves; able to make informed choices regarding tenure options; types of finance; be able to critically evaluate options in order to make informed decisions; understanding the housing process; responsibility for payment of water; process of obtaining own home; rights and responsibilities as a consumer”.

The ability to critically evaluate the different alternatives relating to the different components affecting the housing decision-making process, was one of the skills that the participants of the structured group meetings felt the potential housing consumer should be taught and should acquire.

4.2.4.7. Housing Design and Decoration (HDD)

This includes the various components and materials used in the design and decoration of the interior and exterior of a home. It includes the functional design and spatial planning of the interior and exterior of the home. The following phrases were generated for this concept:

“Appropriate wall, floor and window finishings – inside and outside; using interior elements and principles to make interior attractive; choice of interior components and materials; lighting choice for different functions; installing comfortable work heights; ergonomics – design of furniture and equipment; design; space modulation and planning; the optimal use of space”.

This housing education and training concept suggests that potential housing consumers need to be made aware of the way in which interior decoration contributes to the

satisfaction of aesthetic needs, and how interior design addresses the different aspects of spatial planning and functional design in a home.

4.2.4.8. Housing Market (HM)

This is the economic role that housing plays in South Africa; the different phases included in the cycle; the role-players that are included in the cycle and the factors affecting the housing market. Phrases generated in the NGT group sessions included:

“Location of house; understanding the housing market, for instance, cost vs. location; resale value of property; the role of estate agents in housing marketing; increasing property value by home improvements and maintenance; cost versus quality”.

Three of the structured group meetings mentioned the necessity of making the potential housing consumer aware of the impact that the housing market has on the value of a house and the various factors affecting the cost of a home.

4.2.4.9. Housing Needs (HN)

This includes the factors affecting housing needs of the consumer and the order in which these needs are satisfied. The phrases included were:

“Implication of location of housing; future actions would impact on housing needs; factors influencing choice of housing; knowledge of factors influencing housing needs; satisfying needs within the home; housing needs in the family cycle; centralisation versus decentralisation; housing needs of different and special groups”.

Participants indicated that potential housing consumers needed to be educated regarding the way in which housing satisfies individual and family needs. Mention was also made of the different levels at which needs can be satisfied – low-order needs such as the need for shelter could be satisfied with a basic structure whereas higher order needs like status

within a community, would be satisfied with a larger, more luxurious structure. This housing education and training concept would influence the housing choice of the individual and family. Changes in housing needs would also be included in this housing education and training concept.

4.2.4.10. Housing Policy (HP)

This includes the different policies made by the various policy-makers in South Africa. The following phrases were generated:

“Understand basic housing policy; housing and the constitution; understand the People’s Housing Process; code of conduct of housing role-players”.

Participants mentioned that the release of the White Paper in 1994 resulted in housing being made accessible to a segment of the South African population that had been overlooked by the previous government. Potential housing consumers therefore needed to be educated regarding the impact of housing policy, albeit governmental or otherwise, on the choices available to the housing consumer. These consumers also needed to be made aware of the different codes of conduct that have been instituted to protect the individual and/or family.

4.2.4.11. Legal Aspects of Housing (LAH)

This describes the quotations, contracts and other legal transactions that a housing consumer would need to have a working knowledge of when acquiring or keeping a home. The participants generated the following phrases:

“Be aware of legal implications of contracts; understand quotes; awareness of legal aspects of housing, for instance, consequences of non-payment and contracts; bond, and consequences of non-payment; understand the need to pay rent; knowledge of contracts such as implications and responsibilities; basic knowledge of (mercantile) law; terms, conditions and parties of contracts (builder and financier)”.

Housing practitioners participating in the structured group meetings mentioned that first time home owners experienced many problems because of their lack of understanding the implications of their signing a contract or their understanding of quotations. A basic understanding of the legal aspects of housing is therefore required when equipping the learner as informed and responsible housing consumer.

4.2.4.12. Resource Management (RM)

This includes all the types of resources a housing consumer would require when acquiring and keeping a home; the knowledge of how to efficiently and effectively manage their use; and how to generate resources, for instance generating income through entrepreneurship. The phrases generated were as follows:

“Conservation of scarce resources; optimal use of natural resources, for instance the orientation of a house to use the sun’s heat; using resources conservingly; entrepreneurship in the home; ‘green’ housing, such as living ecologically; conservation of resources; time and use of available resources”.

Participants generated this housing education and training concept when mentioning the creative and efficient use of resources by the individual and the family when acquiring, maintaining and improving their home.

4.2.4.13. Role-Players in Housing (RP)

This includes all the individuals, organisations and businesses that contribute to the housing process in South Africa, albeit state or private sector role-players. The phrases generated were as follows:

“Know responsibilities of structures of local government; know where the local housing office is; local and provincial and national housing structures – how they fit in; role of local government; different housing role-players; help available – government”.

Although the housing education and training concept generated by the structured group meetings mentioned specifically Local, Provincial and National Government, the description for this concept is generalised to also include the private sector and, even, the community.

4.2.4.14. Sources of Housing Information (SHI)

This includes all the possible sources that a housing consumer could use to find information when acquiring and/or keeping a home. The phrases generated by the participants included:

“To be able to find information; where to find information – legal and financial; information centre; how to keep a house once you’ve got it and getting information regarding problems; access to housing-related information, such as finance; where to get help, for instance with redress”.

Participants of the structured group meetings mentioned that a factor contributing to the ignorance of the housing consumer, was their lack of ability to access reliable sources of housing-related information.

4.2.4.15. Tenure Options (TO)

This describes the different types of tenure, the rights and responsibilities of the housing consumer that each type of tenure requires and the advantages and disadvantages of the different types of tenure to the housing consumer. The phrases generated were as follows:

“Understanding different tenure options; housing options available in South Africa; pros and cons of homeownership versus renting; buy or rent property; right of tenure; pros and cons or pitfalls of buying own site versus being part of scheme; knowledge of various accommodation options for instance rental with options to buy”.

Participants emphasised that not all individuals and families could be housed in single dwelling structures. Potential housing consumers therefore needed to be made aware of the different tenure options available in South Africa, as well as the advantages and disadvantages of each.

4.2.4.16. Types of Housing (TH)

This includes the different housing structures; the different types of materials that are used to make each type of structure and the different construction methods used when building each structure. The phrases generated were as follows:

“Understand incremental or progressive housing; disadvantages and advantages of different construction methods, for instance self-help; understand different terms used in different types of housing; self-help alternatives; use of materials to satisfy (housing) needs especially alternate materials and low cost”.

Although the participants mentioned the importance of a housing consumer having a working knowledge of the technology used in planning, building, finishing-off, renovating and maintaining a house, it was felt that knowledge of the different types of housing structures was also necessary. This knowledge would enable the consumer to critically evaluate the choice of a type of housing structure, as well as be aware of the advantages and disadvantages of each.

The descriptions discussed in this section were used to define the parameters of each housing education and training concept, thus simplifying the coding of the core subject curriculums during the document analysis in the second phase of the research. Because of the general nature of each housing education and training core concepts, more specific housing education and training sub-concepts were used by the researcher to categorise the content in the documents with greater accuracy.

4.2.5 Describing the Housing Education and Training Sub-Concepts

The description of each housing education and training concept was broken up into smaller, more specific segments and assigned a sub-code or housing education and training sub-concepts. The housing education and training sub-concepts are mutually exclusive and therefore simplified the coding process.

Table 4.6 lists the different housing education and training sub-concepts related to each of the housing education and training core concepts.

The codes for each of the housing education and training sub-concepts listed in Table 4.6 are all mutually exclusive.

This section discussed the codes and sub-codes used in the document analysis. The next section discusses the data collected during the coding of the primary and secondary core subject curriculums.

Table 4.6: Housing Education and Training Sub-Concepts derived from the Housing Education and Training Core Concept Descriptions

| Housing Education and Training Core Concepts | Housing Education and Training Sub-Concepts |
|--|---|
| "Basic Housing Technology" (BHT) | Planning (PL); Building (BUI); Finishing off (FIN); Renovating (REN); Maintenance (MAIN) |
| "Community" (COMM) | Civic components (CIV); Social components (SOC); Economic components (CEC) |
| "Cultural Aspects of Housing" (CAH) | Norms (N); Values (V); Symbolic sanctions (SS); Material culture (MC); Social structure (SSTR); Housing experience (HEXP); Reference group (REF); Lifestyle (LS); Traditional housing (TRADH); Traditional architecture (TRADA) |
| "Environment" (ENV) | Micro-environment (MICRO); Meso-environment (MESO); Macro-environment (MACRO); Interaction of environment with individuals (EH); Interaction of individuals with environment (HE) |
| "Financial Aspects of Housing" (FAH) | Affordability of housing (AFF); Different sources of housing finance (SOU); Different types of housing finance (FTY); Different ways of obtaining housing finance (OBT); Responsibilities of the housing consumer (HRESP) |
| "Housing Consumerism" (HC) | Rights of the housing consumer (HRIGHTS); Responsibilities of housing consumer (HRESP); Behaviour of the housing consumer (BEH); Protection of the housing consumer (PROT) |
| "Housing Design and Decoration" (HDD) | Interior and exterior materials (IEMAT); Interior and exterior components (IECOMP); Elements and principles of design (EP); Functional design (FDES); Spatial design (SDES); Decorative design (DDES) |
| "Housing Market" (HM) | Economic role of housing (HMEC); Different phases of cycle (PH); Role-players in the cycle (RP); Factors affecting the housing market (MFAC) |
| "Housing Needs" (HN) | Factor affecting housing needs (NFAC); Satisfaction of needs with regard to housing (SAT) |
| "Housing Policy" (HP) | Government housing policies (GHP); Non-government housing policies (NGVTHP); Other (OTHER) |
| "Legal Aspects of Housing" (LAH) | Quotations (QU); Contracts (CONTR); Other (LAHOTHER) |
| "Resource Management" (RM) | Human resources (H); Non-human resources (NH); Management of resources (MAN); Generation of resources (GEN) |
| "Role-Players in Housing" (RP) | Individuals (I); Organisations (ORG); Businesses (BUS); Government (GRP) |
| "Sources of Housing Information" (SHI) | Written media (WRIT); Verbal media (VM); Experience (EXP); Other (SOTHER) |
| "Tenure Options" (TO) | Types of tenure (TTY); Rights of housing consumer (TRIGHTS); Responsibilities of housing consumer (TRESP); Advantages (ADV); Disadvantages (DISADV) |
| "Types of Housing" (TH) | Different housing structures (STR); Different types of materials (HMAT); Different construction methods (CONSTR) |

4.3 THE HOUSING EDUCATION AND TRAINING CORE CONCEPTS PRESENT IN THE PRIMARY AND SECONDARY SCHOOL CORE SUBJECT CURRICULUMS

The aim of this section is to present and discuss the data obtained from the evaluation of the core subject curriculums of the following phases:

- Junior Primary;
- Senior Primary;
- Junior Secondary; and
- Senior Secondary.

All the subjects listed in Report 550 (Department of Education, 1997a), a resumé of the instructional programmes in Public Schools in South Africa, were considered for the document analysis. In this document, the instructional programmes or subject curriculums are divided into the appropriate phases of the GET Band in the NQF. The terminology used for the different primary and secondary School Phases in this document will replace the terminology used in the present education system, namely: Foundation replaces Junior Primary; Intermediate replaces Senior Primary; Senior replaces Junior Secondary; and the School Phase of the FET Band replaces Senior Secondary.

This section will discuss the status of housing education and training in the present education system by determining the frequency of the occurrence of the housing education and training core concepts in the core subject curriculums of the Foundation, Intermediate and Senior Phases of the GET Band and the School Phase of the FET Band. A brief overview of the core subject curriculums of the primary and secondary schools is given to serve as background for the presentation of the rest of the data in the following two sections of this chapter.

4.3.1 Characteristics of the Core Subject Curriculums Evaluated

The total number of core subject curriculums that could have been included in the research was 484. Table 4.7 summarises the total number of core subject curriculums available for the research and indicates the number of curriculums that were included in the document analysis.

Table 4.7: Core Subject Curriculums in each of the NQF Phases and/or Bands

| NQF Phases and/or Bands | Core Subject Curriculums | | | | | |
|--|--------------------------|---------|----------|---------|-------|--------|
| | Excluded | | Included | | Total | |
| Foundation | 20 | (43.0%) | 26 | (57.0%) | 46 | (100%) |
| Intermediate | 27 | (39.0%) | 43 | (61.0%) | 70 | (100%) |
| Senior | 32 | (33.0%) | 64 | (67.0%) | 96 | (100%) |
| School Phase of the Further Education and Training (FET) | 87 | (32.0%) | 185 | (68.0%) | 272 | (100%) |
| Total | 166 | (34.0%) | 318 | (66.0%) | 484 | (100%) |

Table 4.7 shows that 26 (57.0%) subject curriculums were used in the evaluation of the Foundation Phase, 43 (61.0%) in the Intermediate Phase, 64 (67.0%) in the Senior Phase and 185 (68.0%) in the FET Band. A total of 166 (34.0%) of the core subject curriculums were excluded from the research. A list of all the core subject curriculums included in the evaluation is presented in Addendum G.

Table 4.7 emphasises that 272 subjects are present in the FET Band, almost double the total in the other phases. Although a smaller number of subjects are presented in the GET Band it is part of the learner's compulsory formal education. Only learners progressing into the optional FET Band will benefit from the variety of subjects presented in this band. This could indicate that the greater variety of subjects presented in this phase might expose the learner to more housing education and training core concepts and, therefore, increase the learner's opportunity to be educated as a potential housing consumer.

Unfortunately, learners leaving school after the compulsory GET Band would miss this learning experience, possibly depriving them of important housing education and training information.

The core subject curriculums excluded from the document analysis, as well as the reason for the exclusion of these documents, are presented in Table 3.2 of Chapter Three.

Languages, Writing and Library, shown in the first category of Table 3.2, are subjects concerned with equipping the learner with different types of communication skills. These core subject curriculums contain technical information relating to languages like grammar, oral and literature. As the context of the exercises used to practice these skills is not predetermined in the core subject curriculum, it can therefore not be determined whether housing education and training core concepts are contained in the subjects by evaluating the core subject curriculums. Further research would need to use a different form of evaluation to determine whether housing education and training core concepts are present in these subjects.

The core subject curriculums of the Mathematical subjects in the second category of Table 3.2 describe the different aspects of the numerical skills to be mastered by learners. Examples used in mastering these skills are not documented in the core subject curriculums. This research technique is therefore inappropriate in determining the presence of housing education and training core concepts in these subjects. The remaining categories contain specialised subjects with content that does not pertain to housing. These core subject curriculums were therefore not included in the document analysis.

Table 4.8 presents the number of core subject curriculums selected for the research in each Grade and Phase of the GET and FET Bands. It is apparent that the number of core subject curriculums included in the document analysis increases as the Grades increase: Foundation Phase (9.0%), Intermediate Phase (13.0%), Senior Phase (20.0%) and School

Phase of the FET Band (58.0%). The explanation for this is the increasing complexity of the content included in the learner's school curriculum as s/he progresses through the educational system. The large variety of subjects presented in the FET Band reflects the choice the learners have when specialising in this phase of secondary school. It is important to note that all the Further Education and Training (FET) subjects included in the evaluation are optional subjects.

Table 4.8: Number of Core Subject Curriculums selected per Grade in the NQF Phases and/or Bands

| NQF Phases and/or Bands | Grade | No. of Core Subject Curriculums per Grade | | Total No. of Core Subject Curriculums per Phase | |
|--|-------|---|---------|---|---------|
| Foundation | 1 | 8 | (3.0%) | 26 | (9.0%) |
| | 2 | 9 | (3.0%) | | |
| | 3 | 9 | (3.0%) | | |
| Intermediate | 4 | 15 | (5.0%) | 43 | (13.0%) |
| | 5 | 14 | (4.0%) | | |
| | 6 | 14 | (4.0%) | | |
| Senior | 7 | 10 | (3.0%) | 64 | (20.0%) |
| | 8 | 25 | (8.0%) | | |
| | 9 | 29 | (9.0%) | | |
| School Phase of the Further Education and Training (FET) | 10 | 61 | (19.0%) | 185 | (58.0%) |
| | 11 | 61 | (19.0%) | | |
| | 12 | 63 | (20.0%) | | |
| Total | | 318 | (100%) | 318 | (100%) |

The number of core subject curriculums selected in the different Grades of the Foundation Phase (shown in Table 4.8) differ because the subject Gardening is not presented in Grade 1. Core subject curriculums presented in Grades 8 and 9 have

different Grades (lower Grade, standard Grade and higher Grade). This is reflected in the higher number of core subject curriculums for these grades than for Grade 7 in Table 4.8. Addendum G clearly indicates which core subject curriculums were included from each of the different grades.

Table 4.9 shows the total number of compulsory and optional subjects selected for the document analysis in the NQF Phase and/or Band.

Table 4.9: Compulsory and Optional Subjects per NQF Phase and/or Band

| NQF Phases and/or Bands | Excluded | | Included | | Total |
|--|------------|-------------|------------|-------------|------------|
| | Compulsory | Optional | Compulsory | Optional | |
| Foundation | 20 (43.5%) | 0 (0%) | 26 (56.5%) | 0 (0%) | 46 (100%) |
| Intermediate | 27 (39.0%) | 0 (0%) | 43 (61.0%) | 0 (0%) | 70 (100%) |
| Senior | 7 (7.0%) | 25 (26.0%) | 20 (21.0%) | 44 (46.0%) | 96 (100%) |
| School Phase of the Further Education and Training (FET) | 0 (0%) | 87 (32.0%) | 0 (0%) | 185 (68.0%) | 272 (100%) |
| TOTAL | 54 (11.0%) | 112 (23.0%) | 89 (18.0%) | 229 (47.0%) | 484 (100%) |

It is important to note that not all the core subject curriculums included in the document analysis represented subjects that are compulsory to the learner. Table 4.9 therefore gives an indication of the percentage of subjects that are optional to the learner, thus indicating the possibility of a learner not being exposed to the housing education and training core concepts in that specific phase.

4.3.2 Discussion and Presentation of the Presence of the Housing Education and Training Core Concepts Occurring in the Selected Core Subject Curriculums of the GET Band and the School Phase of the FET Band of the NQF

The following section will discuss the occurrence of the housing education and training core concepts in the core subject curriculums used in phase one of the research.

Table 4.10 presents the number of core subject curriculums containing housing education and training core concepts in the NQF phases or bands.

Table 4.10: Number of Selected Core Subject Curriculums containing Housing Education and Training Core Concepts in the NQF Phases and/or Bands

| NQF Phases and/or Bands | Selected Core Subject Curriculums containing Housing Education and Training Core Concepts | | | | | |
|--|---|-------|-----|-------|-------|--------|
| | No | | Yes | | TOTAL | |
| Foundation | 13 | (50%) | 13 | (50%) | 26 | (100%) |
| Intermediate | 13 | (30%) | 30 | (70%) | 43 | (100%) |
| Senior | 28 | (44%) | 36 | (56%) | 64 | (100%) |
| School Phase of the Further Education and Training (FET) | 105 | (57%) | 80 | (43%) | 185 | (100%) |
| TOTAL | 159 | (50%) | 159 | (50%) | 318 | (100%) |

There are 159 (50%) core subject curriculums that contain housing education and training core concepts. Of the selected subjects in the Foundation, Intermediate and Senior Phases, 50% or more contained housing education and training core concepts, whereas only 43% of the selected core subject curriculums in the School Phase of the FET Band

contained the concepts. There seems to be more potential housing education and training content in the subjects of the lower three phases than the subjects in the School Phase of the FET Band.

Table 4.11 serves to further clarify the trend shown in Table 4.9 by naming the subjects, presented by the curriculums in the different phases of the GET Band and School Phase of the FET Band that contain housing education and training core concepts.

Table 4.11: Core Subject Curriculums containing Housing Education and Training Core Concepts in the GET Band and School Phase of the FET Band of the NQF

| GET Band | | |
|--|--|---|
| Foundation Phase | Intermediate Phase | Senior Phase |
| Grade 1 (3) Art Education Environmental Studies Right Living | Grade 4 (9) Art Education* Environmental Studies Gardening* General Handwork* General Science Geography Handcraft* Needlework* Right Living* | Grade 7 (9) Agricultural Science* Art* Art Education* Arts and Crafts* Basic Techniques* General Handwork* General Science Geography Right Living* |
| Grade 2 (5) Art Art Education Environmental Studies Handicrafts Right Living | Grade 5 (11) Art* Art Education* Arts and Crafts* Environmental Studies* Gardening* General Handwork* General Science Geography Handicrafts* Needlework* Right Living* | Grade 8 (10) Accounting* Agricultural Science* Art* Arts and Crafts* Business Economics* General Handwork* General Science Geography Home Economics* Practical Agricultural Science* |
| Grade 3 (5) Art Education Environmental Studies Gardening Handicrafts Right Living | Grade 6 (10) Art* Art Education* Arts and Crafts* Gardening* General Handwork* General Science Geography Handicrafts* Needlework* Right Living* | Grade 9 (17) Accounting* Agricultural Science* Art* Bricklaying and Plastering* Business Economics* Electrician Work* General Handwork* General Science Geography Health Education* Home Economics* Plumbing and Sheetmetalwork* Practical Agricultural Science* Right Living* TV and Radiotronics Work* Welding and Metalworking* Woodworking* |
| Total: 13 | Total: 30 | Total: 36 |

*Optional Subjects

Table 4.11 (Cont'd): Core Subject Curriculums containing Housing Education and Training Core Concepts in the GET Band and School Phase of the FET Band of the NQF

| FET Band | | |
|--------------------------------|--------------------------------|--------------------------------|
| Grade 10 (29)* | Grade 11 (27)* | Grade 12 (24)* |
| Accounting | Accounting | Accounting |
| Agricultural Economics | Agricultural Economics | Agricultural Economics |
| Agricultural Science | Agricultural Science | Agricultural Science |
| Art | Art | Art |
| Biology | Biology | Biology |
| Bricklaying and Plastering | Bricklaying and Plastering | Bricklaying and Plastering |
| Building Construction theory | Building Construction theory | Building Construction theory |
| Business Economics | Business Economics | Business Economics |
| Economics | Economics | Economics |
| Electrician Work | Electrician Work | Electrician Work |
| Electronics | Electronics | Electronics |
| Functional Physical Science | Functional Physical Science | Geography |
| Geography | Geography | Home Economics |
| Home Economics | Home Economics | House-Craft |
| House-Craft | House-Craft | Mercantile Law |
| Mercantile Law | Mercantile Law | Metalwork |
| Metalwork | Metalwork | Physical Science |
| Physical Science | Physical Science | Plumbing and Sheetmetalwork |
| Plumbing & Sheetmetalwork | Plumbing and Sheetmetalwork | Practical Agricultural Science |
| Practical Agricultural Science | Practical Agricultural Science | Technika: Mechanical |
| Right Living | Right Living | TV and Radiotricians Work |
| Stature Law | Technika: Electronics | Welding and Metalworking |
| Technika: Electronics | Technika: Mechanical | Woodwork |
| Technika: Electrical | TV and Radiotricians Work | Woodworking |
| Technika: Mechanical | Welding and Metalworking | |
| TV & Radiotricians Work | Woodwork | |
| Welding and Metalworking | Woodworking | |
| Woodwork | | |
| Woodworking | | |
| Total: 80 | | |

**All of these subjects are optional*

Table 4.11 shows that the subjects containing housing education and training content in the Foundation and Intermediate Phases are practically orientated (like Art and Handicrafts) and related to the tangible environment of the learner (Environmental Studies and Gardening). The trend in the Senior Phase is that the subjects are more specialised and include Accounting, Agricultural Science, Bricklaying and Plastering. The FET Band contains specialised subjects relating to specific fields of learning.

Although a greater variety of subjects are presented in this band, it appears that the content would be very technical and specific to a field.

4.3.3 Frequency of Housing Education and Training Core Concepts in the Selected Core Subject Curriculums

This section will discuss the frequency of the occurrence of the housing education and training core concepts in the core subject curriculums that were evaluated. The compulsory and optional subjects containing housing education and training core concepts will also be discussed.

Table 4.12 presents the number of core subject curriculums containing housing education and training core concepts and gives an indication of whether these subjects were compulsory or optional. If a subject is compulsory it implies that all the learners will be exposed to the housing education and training core concepts, and therefore, will be exposed to a certain level of housing education during their learning experience in the GET Band of the NQF. If a subject is optional, this will not be true. The learner will only be exposed to housing education through the housing education and training core concepts occurring in that subject if it is chosen as part of the learner's selected course.

Table 4.12: Number of Compulsory or Optional Core Subject Curriculums containing Housing Education and Training Core Concepts in the NQF Phases and/or Bands

| NQF Phase and/or Band | Core Subject Curriculums containing Housing Education and Training Core Concepts | | TOTAL |
|------------------------------|--|-----------|------------|
| | Compulsory | Optional | |
| Foundation Phase | 13 (100%) | 0 (0%) | 13 (100%) |
| Intermediate Phase | 30 (100%) | 0 (0%) | 30 (100%) |
| Senior Phase | 6 (17%) | 30 (83%) | 36 (100%) |
| School Phase of the FET Band | 0 (0%) | 80 (100%) | 80 (100%) |
| TOTAL | 49 (31%) | 110 (69%) | 159 (100%) |

Table 4.12 indicates that all the subjects containing housing education and training core concepts in the Foundation and Intermediate Phases are compulsory. However, most of the subjects in the Senior Phase (83.3%) of the GET Band and the School Phase (100%) of the FET Band are optional. Optional subjects are introduced in Grades 8 and 9 of the Senior Phase. Housing education and training content included in the optional subjects will therefore only be relayed to the learners who choose the subjects containing this content. The only compulsory subjects in the FET Band are the first and second languages included in the learner's course. The optional subjects at this level allow the learner to specialise in the final three Grades of secondary school by choosing appropriate subjects.

Figure 4.1 shows the frequency of the housing education and training core concepts in all the core subject curriculum included in the document analysis. The frequency of each housing education and training core concept was determined by calculating the number of times a housing education and training core concept occurred in the core subject curriculum of each subject.

Key:

| | |
|------|--------------------------------|
| BHT | Basic Housing Technology |
| CAH | Cultural Aspects of Housing |
| COMM | Community |
| ENV | Environment |
| FAH | Financial Aspects of Housing |
| HC | Housing Consumerism |
| HDD | Housing Design and Decoration |
| HM | Housing Market |
| HN | Housing Needs |
| HP | Housing Policy |
| LAH | Legal Aspects of Housing |
| RM | Resource Management |
| RP | Role-Players in Housing |
| SHI | Sources of Housing Information |
| TH | Types of Housing |
| TO | Tenure Options |

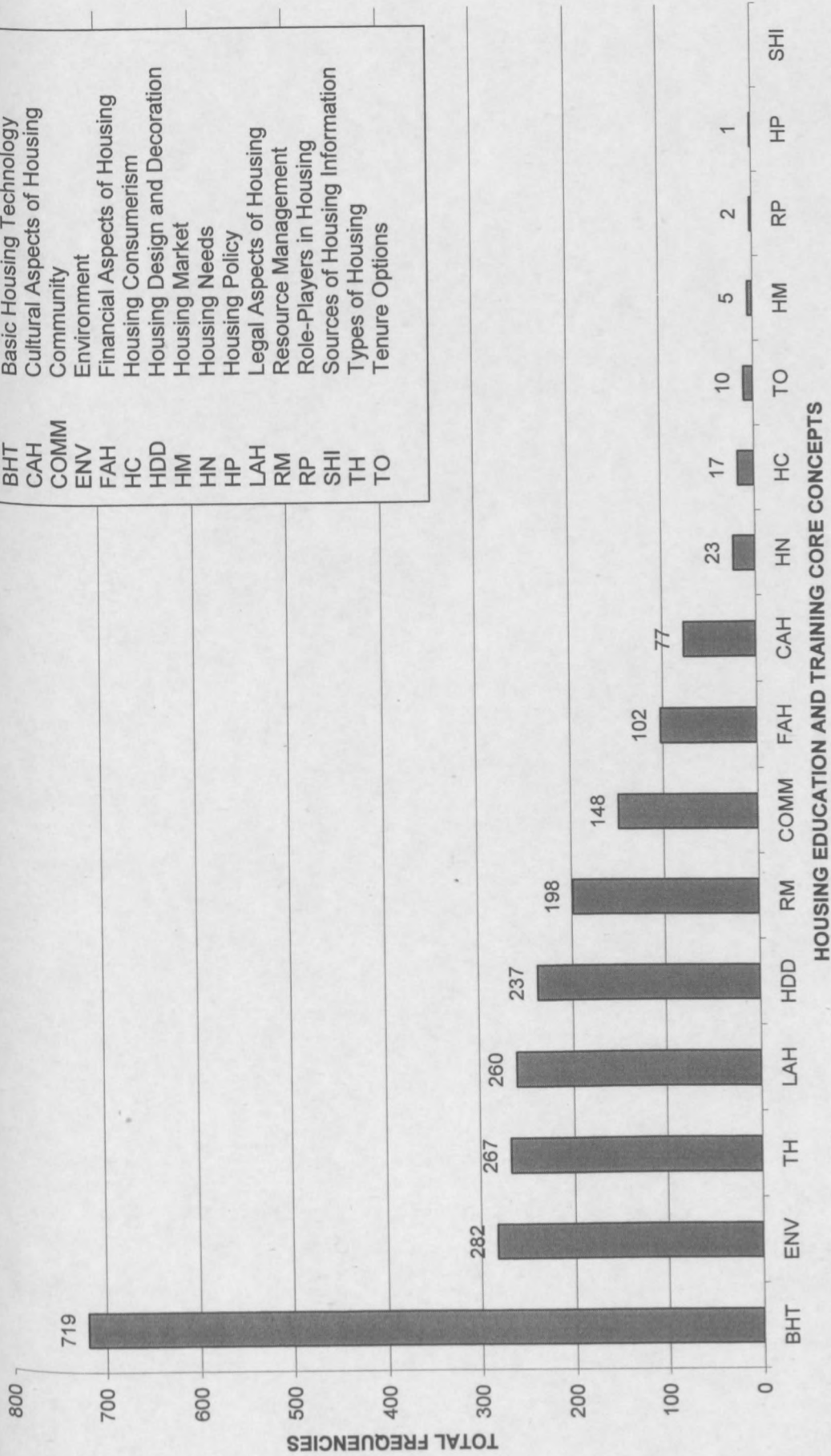
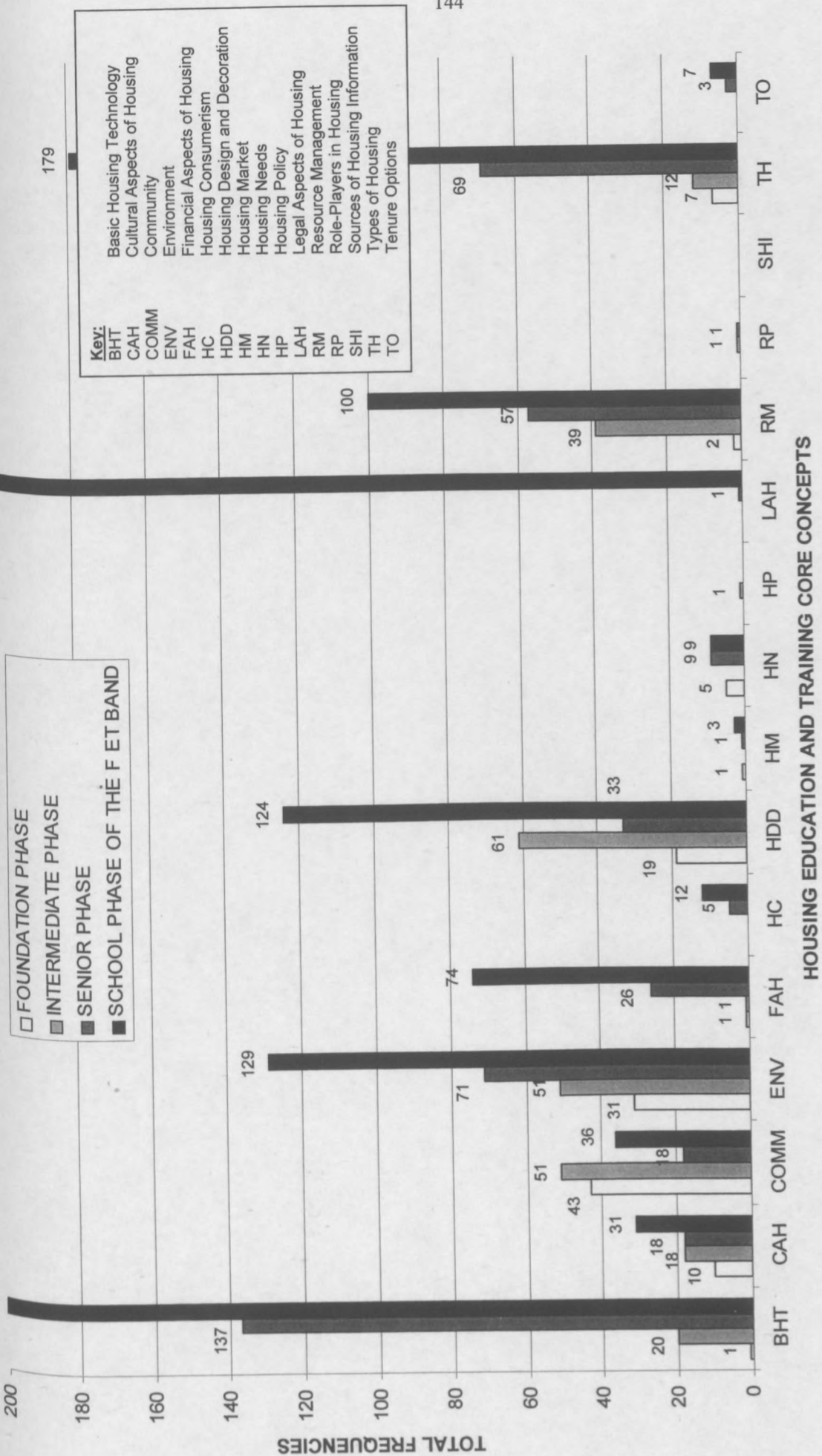


Figure 4.1: Frequency of the Housing Education and Training Core Concepts in the 159 Core Subject Curriculums containing Housing Education and Training Core Concepts

In Figure 4.1 it is apparent that "Basic Housing Technology" (BHT) is the concept with the highest frequency (719). Table 4.10 shows that there are many technical subjects relating to housing construction included in the School Phase of the FET Band. This could explain the high frequency of "Basic Housing Technology" (BHT). Six of the housing education and training core concepts with a noticeably lower frequency include "Housing Needs" (HN) (23), "Housing Consumerism" (HC) (17), "Tenure Options" (TO) (10), "Housing Market" (HM) (5), "Role-Players in Housing" (RP) (2), and "Housing Policy" (HP) (1). The housing education and training core concept, "Sources of Housing Information" (SHI), does not occur in any of the evaluated documents. This housing education and training core concept relates to one of the biggest problems presently being experienced in the housing field. Housing consumers are ignorant regarding sources of housing information and the use of these sources for the protection of their consumer rights.

Figure 4.2 presents the frequency of the housing education and training core concepts identified in each of the phases of the NQF bands. Ten housing education and training core concepts are present in the core subject curriculums for the Foundation Phase, whereas nine housing education and training core concepts are present in the Intermediate Phase of the GET Band. The four concepts that do not occur at either of these two levels include "Housing Consumerism" (HC), "Legal Aspects of Housing" (LAH), "tenure options" (TO) and "Sources of Housing Information" (SHI). Although fourteen of the housing education and training core concepts are present in the Senior Phase, certain of these concepts appear to be neglected namely, "Housing Consumerism" (HC) (5), "Housing Market" (HM) (1), "Legal Aspects of Housing" (LAH) (1) and "Tenure Options" (TO) (3).



HOUSING EDUCATION AND TRAINING CORE CONCEPTS

Figure 4.2: Frequency of the Housing Education and Training Core Concepts in each Phase and/or Band of the NQF

Thirteen of the sixteen housing education and training core concepts are present in the core subject curriculums of the School Phase of the FET Band. The highest frequencies of housing education and training core concepts occurring in this band include "Basic Housing Technology" (BHT) (561), "Environment" (ENV) (129), "Housing Design and Decoration" (HDD) (124), "Cultural Aspects of Housing" (CAH) (259), "Resource Management" (RM) (100) and "Types of Housing" (TH) (179). This means that many of the learners leaving school with a GET Certificate will not be exposed to the larger frequency of housing education and training core concepts.

This section presented and discussed the frequency of the housing education and training core concepts in the core subject curriculums of the Foundation, Intermediate and Senior Phases of the GET Band and the School Phase of the FET Band of the NQF. Although the frequency indicates that housing education and training content is presently included in the primary and secondary school subject curriculums, it is not yet clear whether the occurrence of the housing education and training core concepts is relevant to the education of the potential housing consumer. The next section will discuss the relevance of the housing education and training core concepts occurring in the documents used in the evaluation.

4.4 RELEVANCE OF THE HOUSING EDUCATION AND TRAINING CORE CONCEPTS OCCURRING IN THE CORE SUBJECT CURRICULUMS

This section will discuss the frequency of the relevancy ratings of the housing education and training core concepts present in the selected core subject curriculums. The presentation of these results will cover the third secondary objective of the research, namely to evaluate the status of housing education and training in the present education system by determining the relevance of the housing education and training core concepts occurring in the core subject curriculums of the Foundation, Intermediate and Senior Phases of the GET Band and the School Phase of the FET Band.

The frequency of the occurrence of the housing education and training core concepts reflects the potential of the subject matter to be used for the housing education of potential housing consumers. However, the frequency of the housing education and training core concepts is not necessarily an indication of the relevance of the education that will be provided.

4.4.1 Frequency of the different Relevance Ratings of the Housing Education and Training Core Concepts Occurring in the Core Subject Curriculums of the GET Band and the School Phase of the FET Band

This section will briefly present and discuss the relevance ratings of all the core subject curriculums evaluated in the GET and FET Band, which contained housing education and training core concepts. Table 4.13 presents the frequencies of each of the relevance ratings for the Foundation, Intermediate and Senior Phases of the GET Band and the School Phase of the FET Band.

Table 4.13 shows that at least 50.8% of the housing education and training core concepts present in the core subject curriculums of the Foundation Phase are relevant. About 20% of the content of the core subject curriculums in the Intermediate and Senior Phases contain housing education and training core concepts that are rated as “relevant”. Almost half (45.9%) of the core subject curriculums in the FET Band contained relevant housing education and training core concepts. This is possibly due to the many specialised subjects presented in this band.

Table 4.13: Frequency of the different Relevance Ratings in the NQF Phase and/or Band

| NQF Phase and/or Band | Minor Relevance | | Satisfactory | | Relevant | | Total | |
|--|------------------------|---------|---------------------|---------|-----------------|---------|--------------|--------|
| Foundation | 5 | (4.2%) | 54 | (45.0%) | 61 | (50.8%) | 120 | (100%) |
| Intermediate | 96 | (37.6%) | 103 | (40.4%) | 56 | (21.9%) | 255 | (100%) |
| Senior | 158 | (35.2%) | 195 | (43.4%) | 96 | (21.4%) | 449 | (100%) |
| School Phase of the Further Education and Training (FET) | 283 | (18.6%) | 541 | (35.5%) | 700 | (45.9%) | 1524 | (100%) |
| Total | 542 | (23.1%) | 893 | (38.0%) | 913 | (38.9%) | 2348 | (100%) |

The frequency of the occurrence of the housing education and training core concepts is low in Foundation Phase (120), but 50.8% of the housing education and training core concepts are rated as “relevant”. This makes a positive contribution to housing education at this level. The higher frequency of the housing education and training core concepts in the Intermediate (255) and Senior (449) Phases appears to make a positive contribution toward housing education and training in these phases as more than 60% of the housing education and training core concepts are rated as “satisfactory” or “relevant” . However, it is also important to note that 83% of the core subject curriculums containing housing education and training core concepts in the Senior Phase, is optional (Table 4.12).

Table 4.14 presents the frequency of the different relevance ratings of the housing education and training core concepts present in the core subject curriculums of Foundation, Intermediate and Senior Phases of the GET Band and School Phase of Further Education and Training (FET) Band.

Table 4.14: Frequency of the different Relevance Ratings of the Housing Education and Training Core Concepts Identified in the Core Subject Curriculums of Foundation, Intermediate and Senior Phases of the GET and the School Phase of the FET Bands

| Housing Education and Training Core Concepts | Minor Relevance | | Satisfactory | | Relevant | | Total | |
|--|-----------------|----------------|--------------|----------------|------------|----------------|-------------|-------------|
| "Basic Housing Technology" (BHT) | 120 | (16.7%) | 325 | (45.2%) | 274 | (38.1%) | 719 | 100% |
| "Cultural Aspects of Housing" (CAH) | 15 | (19.5%) | 52 | (67.5%) | 10 | (13.0%) | 77 | 100% |
| "Community" (COMM) | 6 | (4.1%) | 48 | (32.4%) | 94 | (63.5%) | 148 | 100% |
| "Environment" (ENV) | 107 | (37.9%) | 82 | (29.1%) | 93 | (33.0%) | 282 | 100% |
| "Financial Aspects of Housing" (FAH) | 50 | (49.0%) | 37 | (36.3%) | 15 | (14.7%) | 102 | 100% |
| "Housing Consumerism" (HC) | 2 | (11.8%) | 11 | (64.7%) | 4 | (23.5%) | 17 | 100% |
| "Housing Design and Decoration" (HDD) | 24 | (10.1%) | 150 | (63.3%) | 63 | (26.6%) | 237 | 100% |
| "Housing Market" (HM) | 3 | (60.0%) | 1 | (20.0%) | 1 | (20.0%) | 5 | 100% |
| "Housing Needs" (HN) | 5 | (21.7%) | 7 | (30.4%) | 11 | (47.8%) | 23 | 100% |
| "Housing Policy" (HP) | 0 | (0.0%) | 0 | (0.0%) | 1 | (100%) | 1 | 100% |
| "Legal Aspects of Housing" (LAH) | 10 | (3.8%) | 4 | (1.5%) | 246 | (94.6%) | 260 | 100% |
| "Resource Management" (RM) | 101 | (50.0%) | 72 | (36.4%) | 25 | (12.6%) | 198 | 100% |
| "Role-Players in Housing" (RP) | 0 | (0.0%) | 1 | (50.0%) | 1 | (50.0%) | 2 | 100% |
| "Types of Housing" (TH) | 95 | (35.6%) | 98 | (36.7%) | 74 | (27.7%) | 267 | 100% |
| "Tenure Options" (TO) | 4 | (40.0%) | 5 | (50.0%) | 1 | (10.0%) | 10 | 100% |
| TOTAL | 542 | (23.1%) | 893 | (38.0%) | 913 | (38.9%) | 2348 | 100% |

Table 4.14 shows that "Community" (COMM) (63.5%), "Role-Players in Housing" (RP) (50%) and "Basic Housing Technology" (BHT) (38.1%) are the housing education and training core concepts that had the highest frequencies that were rated as "relevant". Although "Housing Policy" (HP) has a 100% rating of "relevant", this concept only occurred once.

"Cultural Aspects of Housing" (CAH) (70.5%), "Community" (COMM) (96%), "Environment" (ENV) (59%), "Financial Aspects of Housing" (FAH) (51%), "Housing Consumerism" (HC) (88.2%), "Housing Needs" (HN) (78.2%), "Housing Design and Decoration" (HDD) (89.9%), "Legal Aspects of Housing" (LAH) (96.1%), "Role-Players in Housing" (RP) (100%), "Types of Housing" (TH) (64.4%), "Tenure Options" (TO) (60%) and "Basic Housing Technology" (BHT) (85.3%) had more than 50% of the content rated as "satisfactory" or "relevant". Twelve of the sixteen concepts are therefore currently included in the present primary and secondary subject curriculums, and can contribute to the education of the learner as potential housing consumer. The concepts rated as "satisfactory" can be improved upon by making contextual changes or adding extra information so that they can be relevant for housing education. Although "Tenure Options" (TO) only occurred 10 times in the core subject curriculums, 60% of the ratings were either "satisfactory" or "relevant". This concept is therefore also contributing to housing education in the present school curriculum.

Although the concepts "Basic Housing Technology" (BHT) (719), "Environment" (ENV) (282), "Types of Housing" (TH) (267), "Legal Aspects of Housing" (LAH) (260) and "Housing Design and Decoration" (HDD) (237) appeared more than 200 times in the documents evaluated, most of the relevance ratings were "minor relevance" or "satisfactory".

The different relevance ratings of the housing education and training core concepts in each of the GET Phases and the School Phase of the FET Band will be discussed in the following section.

4.4.2 Frequency of the different Relevance Ratings of the Housing Education and Training Core Concepts in the Foundation Phase

This section will discuss the different relevance ratings of the housing education and training core concepts in the core subject curriculums of the Foundation Phase. Figure 4.3 represents the frequency of the different relevance ratings of the housing education and training core concepts identified in the core subject curriculums of the Foundation Phase.

Not all of the sixteen housing education and training core concepts are present in the core subject curriculums of the Foundation Phase: "Housing Consumerism" (HC), "Housing Policy" (HP), "Legal Aspects of Housing" (LAH), "Role-Players in Housing" (RP), "Sources of Housing Information" (SHI) and "Tenure Options" (TO) do not occur. Seven of the ten housing education and training core concepts identified in the core subject curriculums of the Foundation Phase received "relevant" ratings and include "Community" (COMM) (23), "Environment" (ENV) (16), "Housing Design and Decoration" (HDD) (7), "Types of Housing" (TH) (6), "Cultural Aspects of Housing" (CAH) (4) "Housing Needs" (HN) (4) and "Financial Aspects of Housing" (FAH) (1). Although seven of the housing education and training core concepts have ratings of satisfactory, three of these concepts namely, "Community" (COMM) (20), "Environment" (ENV) (13) and "Housing Design and Decoration" (HDD) (12), are also rated relevant and are therefore able to contribute to the education of the potential housing consumer in this phase. "Environment" (ENV) (2), "Resource Management" (RM) (2) and "Types of Housing" (TH) (1) are the only three housing education and training core concepts that received a rating of "minor relevance" in some of the core subject curriculums.

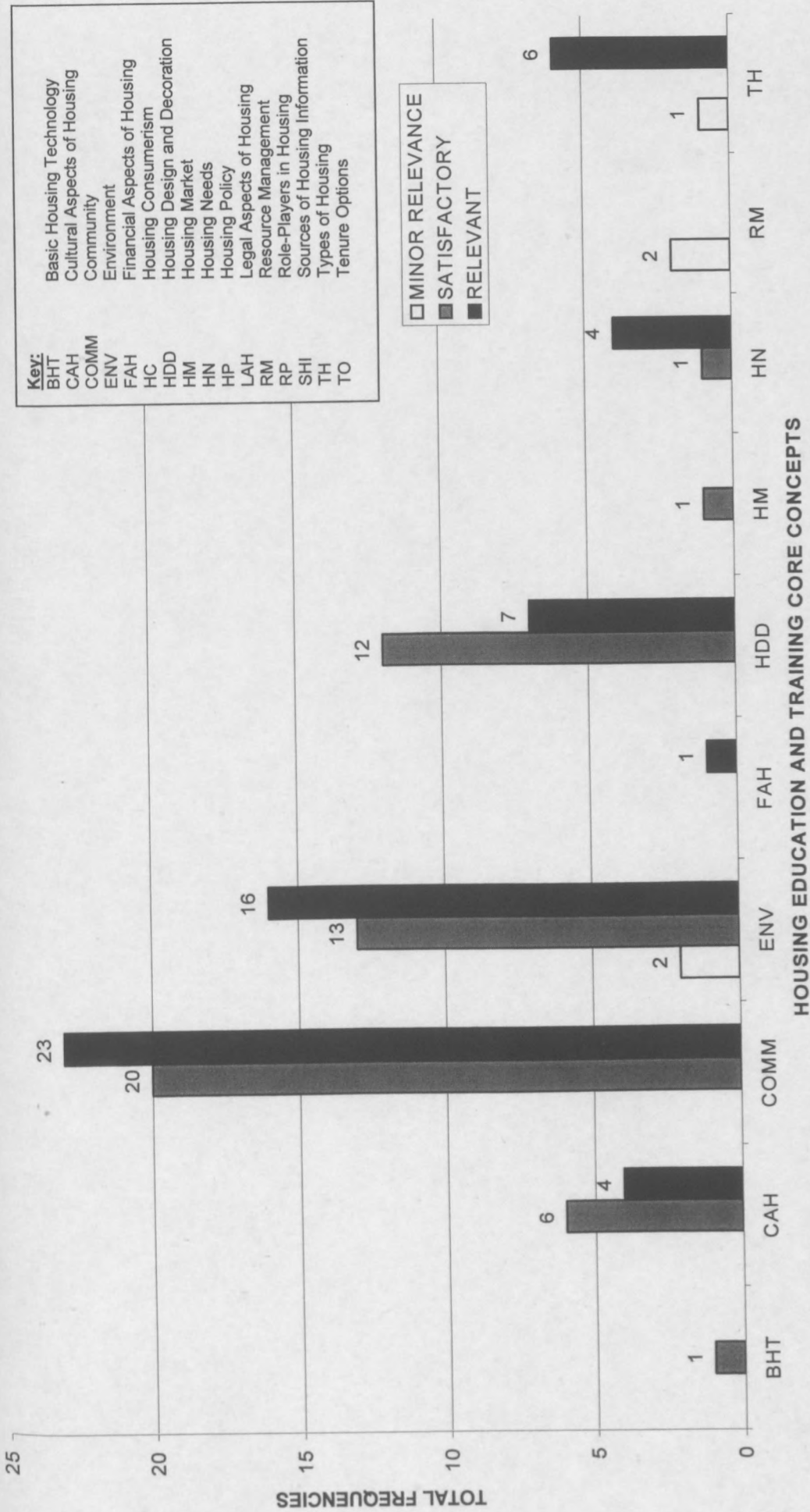


Figure 4.3: Frequency of the different Relevance Ratings of the Housing Education and Training Core Concepts identified in the Foundation Phase

These housing education and training core concepts do not contribute to the education of the housing consumer at present because significant changes will have to be made to the concepts regarding the content and context to be able to have an impact in terms of housing education. However “Types of Housing” (TH) (6) is a concept that has also been rated as relevant and can therefore be used for this purpose.

Table 4.15 provides details of the subjects containing housing education and training core concepts and housing education and training sub-concepts rated as “relevant” in the Foundation Phase. Examples of the units of analysis that were coded are included in this table.

Table 4.15 shows that three subjects in the Foundation Phase contain housing education and training core concepts that are rated as “relevant”. All the subjects included in this phase are compulsory and will therefore be taught to all the learners.

Environmental Studies contains housing education and training core concepts that relate to the community and environment, such as: *“features of the locality; good citizens of the community; cleanliness and safety in the home; homes of other population groups”*.

Handicrafts only contain the housing education and training core concept “Housing Design and Decoration” (HDD). The housing education and training sub-concepts indicates that this concept includes skills regarding the construction of articles that can be used to decorate the home: *“weaving with paper strips, tearing coloured gummed paper into small pieces to decorate, for instance tablemat”*.

Table 4.15: Core Subject Curriculums containing Housing Education and Training Core Concepts rated as "Relevant" in the Foundation Phase

| Subjects | Housing Education and Training Core Concepts | | Units of Analysis (Words, Phrases and Sentences) |
|-----------------------|--|---|---|
| | Housing Education and Training Core Concepts | Housing Education and Training Sub-Concepts | |
| Environmental Studies | CAH | MC SSTR TRADH | The history of the neighbourhood Family festivals |
| | COMM | CEC CIV SOC | Features of the locality; Local public amenities, e.g. water, electricity, telephone, transport, parks, facilities. My community - features of environment, different local buildings, identity of community, economic activity in local community, health in the community, services in the community, good citizens of the community, water in the community, plants, animals, safety precautions including road safety signs and rules My home - variety of homes, building a house, utilities (services) supplied to the house, layout of the house, food in the home, cleanliness and safety in the home My family - families differ, composition, relationships, basic needs, lifestyle and activities, history, animal farm |
| | ENV | MESO MICRO | Homes, the pupil's own home, cleanliness of home, at school and in the neighbourhood My country - geographic position, people of the country, industry and economic growth, our country's fauna, our country's flora; the features of the locality; variety of animals in the home and a variety of plants |
| | HN TH | NFAC STR | Composition of family Different kinds of homes - homes of other population groups and where desired, of people in other countries; the pupil's own home |
| | HDD | COMP | Building of houses and other objects External and internal tearing, e.g. mash, table centre; parallel folding, e.g. fan, butterfly, lampshade; tearing coloured gummed paper into small pieces to decorate, e.g. book covers Weaving with paper stripes; winding on cardboard, the process of winding raffia or wool around circular cardboard shapes |
| Right Living | COMM | CIV SOC | Safety first at home, at school and on the roads; contact made with the community at the sports ground, at the market, at religious and social functions; relationship with other people in daily life, e.g. grocer. Service in the home and to neighbours, servants and less fortunate What is the neighbourhood? Who are you neighbours? Daily contact with them; being a good neighbour; doing things together |
| | ENV | MESO MICRO | The individual and the neighbourhood; duties at home, keeping the home and garden beautiful |
| | FAH HN | AFF SAT | The family member and duty of each in the home Thrift Development of love, loyalty and respect |

The greatest variety of housing education and training core concepts are found in the subject **Right Living**. This subject contains content mainly related to the relationships the individual has with different members of the family and community. This includes: *“contact made with the community at the sports ground; relationships with other people in daily life; the family members and duty of each in the home”* and *“doing things together”*.

Subjects in the Foundation Phase include content that is related to the direct and concrete environment and surroundings of the learner. Housing education and training core concepts that are included in this phase should contribute to the learner’s growing awareness and appreciation of the surroundings in which he or she lives. Certain housing education and training core concepts can be introduced in this phase in a very simple form.

4.4.3 Frequency of the different Relevance Ratings of the Housing Education and Training Core Concepts in the Intermediate Phase

This section will present and discuss the different relevance ratings of the housing education and training core concepts in the core subject curriculums of the Intermediate Phase. Attention will be given to the subjects containing housing education and training core concepts and the housing education and training sub-concepts related to them.

Figure 4.4 depicts the frequency of the different relevance ratings for the housing education and training core concepts in the core subject curriculums of the Intermediate Phase.

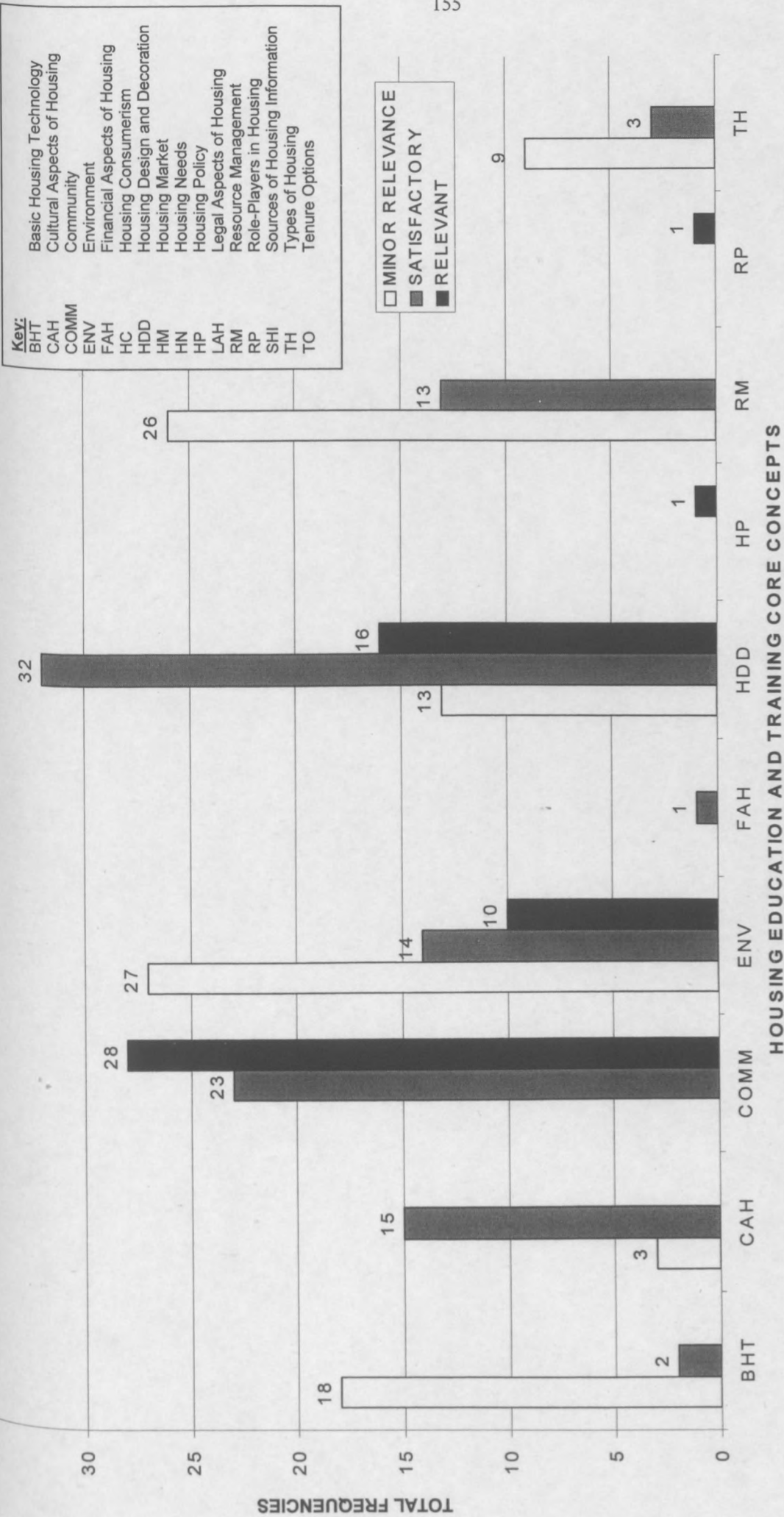


Figure 4.4: Frequency of the different Relevance Ratings of the Housing Education and Training Core Concepts identified in the Intermediate Phase

Ten of the sixteen concepts are present in the core subject curriculums of this phase. Five of the ten housing education and training core concepts identified in the core subject curriculums of the Intermediate Phase are rated as “relevant”: “Community” (COMM) (28), “Housing Design and Decoration” (HDD) (16), “Environment” (ENV) (10), “Role-Players in Housing” (RP) (1) and “Housing Policy” (HP) (1). “Community” (COMM) (23), “Housing Design and Decoration” (HDD) (32) and “Environment” (ENV) (14) are also rated as “satisfactory”. These three concepts can therefore also make a more substantial contribution to housing education in the Intermediate Phase.

Table 4.16 shows the different housing education and training core concepts identified in the core subject curriculums of the Intermediate Phase rated as “relevant”. The related housing education and training sub-concepts and the unit of analysis that were coded are also presented in the table.

Five subjects in the Intermediate Phase contain housing education and training core concepts rated as “relevant”. All the subjects containing these housing education and training core concepts are compulsory, but few housing education and training core concepts were identified.

Art contained the housing education and training core concepts “Housing Design and Decoration” (HDD) and included processes of making “*coilpots*” and “*finger pots*”. “*Talks on the value of design in the home and of the role of the ‘artist’ in society*” could be used to educate the learner regarding elements and principles of design in the interior of a home.

“Community” (COMM) and “Environment” (ENV) are relevant housing education and training core concepts in the subject **Environmental Studies** and included content like “*my community: features of the environment; economic activity in local community*” and “*my family: relationships, lifestyle and activities*”.

Table 4.16: Core Subject Curriculums containing Housing Education and Training Core Concepts rated as "Relevant" in the Intermediate Phase

| Subjects | Housing Education and Training Core Concepts | Housing Education and Training Sub-Concepts | Units of Analysis (Words, Phrases and Sentences) |
|-----------------------|--|---|---|
| Art | HDD | COMP EP | Ceramic: finger-pots, coil-pots, slab construction; talks on the value of design in the home and of the role of the "artist" in society |
| Environmental Studies | COMM | CEC SOC | My community: features of environment, different local building, identity of community, economic activity in local community, health in the community, services in the community, good citizens of the community, water in the community, plants, animals My home: variety of homes, building a house, utilities (services) supplied to the house, layout of the house, food in the home, cleanliness and safety in the home; my family: families differ, composition, relationships, basic needs, lifestyle and activities, history, animal farm |
| Handicrafts | ENV | MESO MICRO | My country - geographic position, people of the country, industry and economic growth, our country's fauna, our country's flora; variety of animals in the home and a variety of plants |
| Needlework | HDD | COMP EP | Application of the basic processes: a high standard of neatness, accuracy and a good finishing should be aimed at Further adaptation and application for the ball shape in modelling of vases, pots; further application of the coil in modeling pots, vases Plaiting and sewing, e.g. coiled basket, bag; raffia on cardboard, e.g. sweet tray; relief casting outline drawing on clay and then cast The application of the following processes in useful articles: hardboard or plywood base, foot track border, scallop border, trimming, branding; weaving on a square, rectangular and circular cardboard looms, e.g. table mats, teapot stands; design for decoration based on geometrical shapes, e.g. decorating vases, bottles, containers, etc. Crocheting, e.g. face cloth, potholder; knitting, e.g. coat hanger covers, pot-holders. |
| Right Living | COMM | CEC CIV SOC | Community enterprise; local authority and services rendered, e.g. maintenance of streets, gutters, sewers, refuse removal, sanitation, health inspection; sharing amenities with neighbours; religious centres, community centre act, institutions, sporting clubs and recreational facilities, educational and cultural institutions; services such as fire brigades, ambulances, The community and its control and structure; the need for organisation; Important contacts in daily life, e.g. teacher, family, priest, miner Relationship with neighbours and other; service to the family and to the general public; the community and its structure; the different race groups, religious groups; the individual and the community Control of epidemics, infections and contagious diseases, pest control; refuse removal, sanitation, health inspection; the individual and the home; family life: organisation in the home; the individual and the neighbourhood |
| | ENV | HE HH MESO | |
| | HP | GHP | Building and housing control |
| | RP | GRP | Services provided by the state, e.g. hospitals and schools |

Handicrafts and **Needlework** contain housing education and training core concepts that teach the learner how to make the different articles that can be used to decorate the home, like “*plaiting and sewing; weaving...; crocheting*” and “*knitting*”.

Housing education and training core concepts relating to the individual’s relationship with different members and components of the community are included in **Right Living**. “*What is the neighbourhood; service to the family and the general public*” and “*sharing amenities with neighbours*”.

Although the learner relies on concrete experiences as learning opportunities, critical thinking and problem-solving skills are being developed through the learning experiences of this phase. More complex and abstract concepts can therefore be introduced at this level. Housing education and training core concepts introduced in the Foundation Phase can be built upon and deepened in complexity.

4.4.4 Frequency of the different Relevance Ratings of the Housing Education and Training Core Concepts in the Senior Phase

This section will present and discuss the frequencies of the different relevance ratings of the housing education and training core concepts identified in the core subject curriculums of the Senior Phase. Attention will be given to the subjects containing relevant housing education and training core concepts and the housing education and training sub-concepts related to these concepts.

The frequencies of the different relevance ratings of the housing education and training core concepts identified in the Senior Phase are depicted in Figure 4.5. Fourteen of the sixteen concepts are present in the core subject curriculums of the Senior Phase.

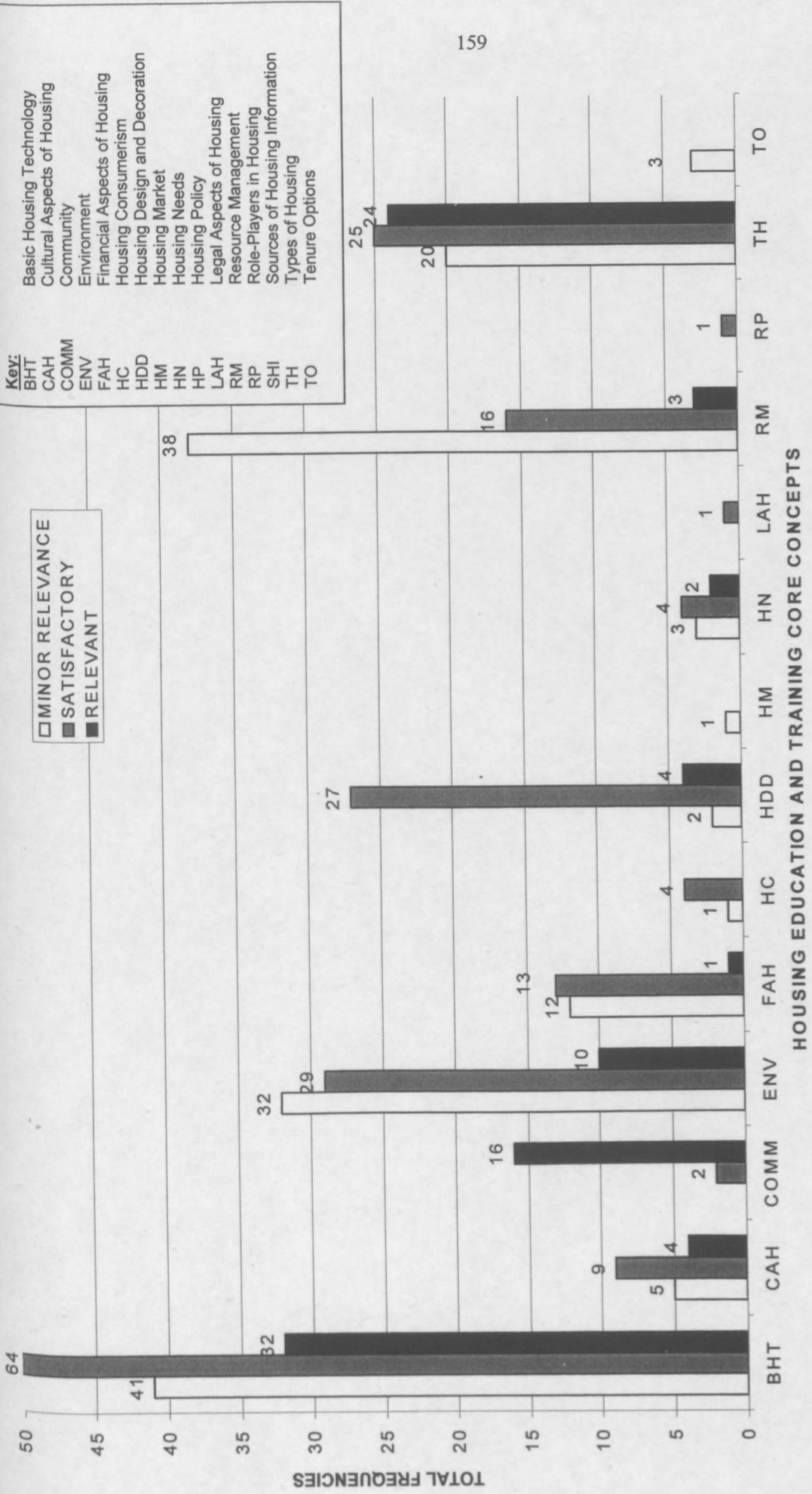


Figure 4.5: Frequency of the different Relevance Ratings of the Housing Education and Training Core Concepts identified in the Senior Phase

Only two housing education and training core concepts are not included in the core subject curriculums of the Senior Phase, namely, "Sources of Housing Information" (SHI) and "Housing Policy" (HP). It is essential that these two concepts be introduced into this phase. Learners completing this phase also complete the compulsory part of their school education. All the housing education and training core concepts therefore need to be present in the curriculum of this phase to ensure that the school leaver is equipped as an informed and responsible housing consumer.

The nine housing education and training core concepts that are rated as "relevant" are "Basic Housing Technology" (BHT) (32), "Types of Housing" (TH) (24), "Community" (COMM) (16), "Environment" (ENV) (10), "Cultural Aspects of Housing" (CAH) (4), "Housing Design and Decoration" (HDD) (4), "Resource Management" (RM) (3), "Housing Needs" (HN) (2) and "Financial Aspects of Housing" (FAH) (1). Figure 4.6 shows that "Housing Consumerism" (HC) (4), "Legal Aspects of Housing" (LAH) (1) and "Role-Players in Housing" (RP) (1) are rated as "satisfactory" and can therefore be adapted contextually or by adding information for the purpose of housing education. "Tenure Options" (TO) (3) and "Housing Market" (HM) (1) are of "minor relevance" to housing education and will therefore need to be included in another way to be able to make a contribution to the education of the potential consumer.

Table 4.17 presents the housing education and training core concepts and housing education and training sub-concepts rated as "relevant" in the core subject curriculums of the Senior Phase. The unit of analysis is included in this table to qualify the type of content the learner is exposed to that will contribute toward housing education.

Table 4.17: Core Subject Curriculums containing Housing Education and Training Core Concepts rated as "Relevant" in the Senior Phase

| Subjects | Units of Analysis (Words, Phrases and Sentences) | |
|----------------------------|--|---|
| | Housing Education and Training Core Concepts | Housing Education and Training Sub-Concepts |
| Agricultural Science | ENV | MICRO |
| | HDD | DDES |
| Art | CAH | TRADH |
| | CAH | TRADH |
| Art Education | BHT | BUJ |
| | | FIN |
| | | PL |
| | | |
| Bricklaying and Plastering | TH | CONSTR HMAT |
| | COMM | CEC |
| Business Economics | RM | NH |
| | COMM | CEC CIV SOC |
| General Science | ENV | HE MACRO |
| | COMM | SOC |
| Geography | ENV | MICRO |
| | HDD | COMP |
| Home Economics | HN | SAT |
| | RM | MAN |
| Right Living | TH | STR |
| | COMM | CIV SOC |
| | FAH | FRESP |
| | HN | SAT |

Units of Analysis (Words, Phrases and Sentences)

The homestead

The farmhouse as the centre in aesthetic surroundings, its decoration

Cape Dutch architecture or colonial architecture or tribal dwellings; local vernacular architecture

Decorating dwellings

Brickwork bonds; broken bonds; hand tools: the uses, selection and care of the corner hand tools; jointing and paint; one-brick wall in English bond and half-brick wall in stretcher bond; pillars: square and right-angled pillars up to and including one and a half brick sides; placing and the reasons for the use of air vents in buildings; principles governing bonding in brick walls; racking back and toothing; reasons for the use of damp-proof courses, the positioning of horizontal damp-proof courses in relation to ground and floor levels for timber and concrete floors; right-angled T-junctions in half brick and one brick walls built in English and stretcher bond; scaffolds; simple concrete foundations for half brick and one brick super-structured walls; simple practical methods used for setting out and squaring brick walls; simple practical methods used for squaring of brickwork; stopped ends; damp-proofing materials; effect of frost and rapid drying; horizontal damp-proofing and air vents; simple practical methods for testing sand mortars; the effect of frost and rapid drying; the effect of incorrect mixing on the weathering plastered surface; the preparation of wall surface for glastone and cretstone finish; right-angled corners; the preparation of lime, composition and cement mortars for brickwork and for plastering surfaces

Jointing and paint; one-brick wall in English bond and Flemish bond, half-brick wall in stretcher bond; right-angled corners in English and Flemish bonds in walls one brick thick, right-angled T-junctions (half brick and one brick extended walls) stopped ends, racking back and toothing; bricks: characteristics, sizes and uses; building plastic; clinker brick; concrete and mortar; glazed brick; ingredients, mixture and uses; klompje brick; malthoid and building plastic; mortar and concrete; plaster brick; rustic brick; various types of sand and their characteristics; wire-cut plaster brick; malthoid

The learner as a member of his family in the local community, the necessity of the existence of the local authority to provide for the needs of the community such as structure, water, electricity and the essential amenities such as parks and recreation; the learner, family and local authority as part of the state as provider of natural needs, such as security (police and defense, roads, bridges, economic welfare, etc.)

Acids and bases in the home

Land use and function associated with rural and urban settlements; services and problems associated with rural and urban settlements; settlement geography

Reasons for the depopulation of rural areas and the development of urban areas; the composition and structure (age/sex) of population; climatology; precipitation; pressure and winds; temperature and factors influencing the horizontal variation of temperature; weather and climate

Responsibility towards community; responsibility towards family

Family studies

Interior; techniques for construction of household article

Housing needs - the home as centre of family life, making teenager aware of physical, emotional, social needs

Home management

Types of housing single - detached, flats, mobile home

Local authority: rates, amenities, cleanliness, tidiness of properties, aesthetic appreciation; maintenance of law and order; the community and its control and structure; community to which individual belong; evolution of the modern home, what our homes mean to us and how we can help to maintain a happy family life; love, tolerance and consideration for others, helpfulness, care of personal possessions; the individual and his responsibility towards himself and the community; the neighbourhood - how community life is conducted

Honoring debts, loans and obligations

Housing: its bearing on health and family life

Two of the nine subjects containing housing education and training core concepts in the Senior Phase, that are rated as “relevant”, are compulsory: **Geography** and **General Science**. However, the highest frequencies of housing education and training core concepts rated as “relevant” were identified in an optional subject namely, **Bricklaying and Plastering**. The specialised and technical nature of this subject means that the housing education and training core concepts identified in the core subject curriculums are sometimes too advanced for the education of the potential housing consumer. This content includes the different types of “*brickwork bond*” and “*right-angled T-junctions in half brick and one brick walls ...*”. But other content included in this subject will be useful to the housing consumer: “*brickwork terms in general use*” and “*damp-proofing materials*”.

“Cultural Aspects of Housing” (CAH) is the housing education and training core concept rated as “relevant” in the two subjects **Art** and **Art Education**. “*The local vernacular architecture*” and “*decorating dwellings*” are part of the housing education and training content included in these subjects.

The relevant housing education and training core concept, “Housing Design and Decoration” (HDD) identified in **Agricultural Science** is “*the farmstead as the centre in aesthetic surroundings*”.

Business Economics touches on economic aspects of housing within the community and **General Science** includes only one relevant housing education and training core concept.

Geography, as with the subject **Environmental Studies** in the Foundation and Intermediate Phases, includes content regarding the community and environment surrounding the learner: “*settlement Geography*” and “*weather and climate*” describes such content.

The greatest variety of housing education and training core concepts rated as “relevant” are included in the subject **Home Economics**. “*Family studies; interior, housing needs; home management*” are examples of this.

Right Living includes content regarding the different components of the community: “*local authority; the community and its control*”. “*Honouring debts, loans and obligations*” demonstrates for the first time that “Financial Aspects of Housing” (FAH) is introduced to the learner.

The learner in the Senior Phase is able to reason independently of concrete materials and experiences and is therefore able to understand complex concepts. After the Senior Phase, the learner is also able to choose whether to continue with formal education at school or to enter the world of work. The opportunity to teach the potential housing consumer the housing education and training core concepts therefore ends. In order to educate the learner as an informed and reliable housing consumer, all of the housing education and training core concepts should be included throughout the GET Band.

4.4.5 Frequency of the different Relevance Ratings of the Housing Education and Training Core Concepts in the School Phase of the FET Band

This section will present and discuss the frequency of the different relevance ratings of the housing education and training core concepts in the core subject curriculums of the FET Band. Attention will be given to the subjects containing housing education and training core concepts and housing education and training sub-concepts related to these concepts. The units of analysis that were coded are included to substantiate the explanation.

Figure 4.6 presents the frequencies of the different relevance ratings for the School Phase of the FET Band.

Key:
 BHT
 CAH
 COMM
 ENV
 FAH
 HC
 HDD
 HM
 HN
 HP
 LAH
 RM
 RP
 SHI
 TH
 TO

Basic Housing Technology
 Cultural Aspects of Housing
 Community
 Environment
 Financial Aspects of Housing
 Housing Consumerism
 Housing Design and Decoration
 Housing Market
 Housing Needs
 Housing Policy
 Legal Aspects of Housing
 Resource Management
 Role-Players in Housing
 Sources of Housing Information
 Types of Housing
 Tenure Options

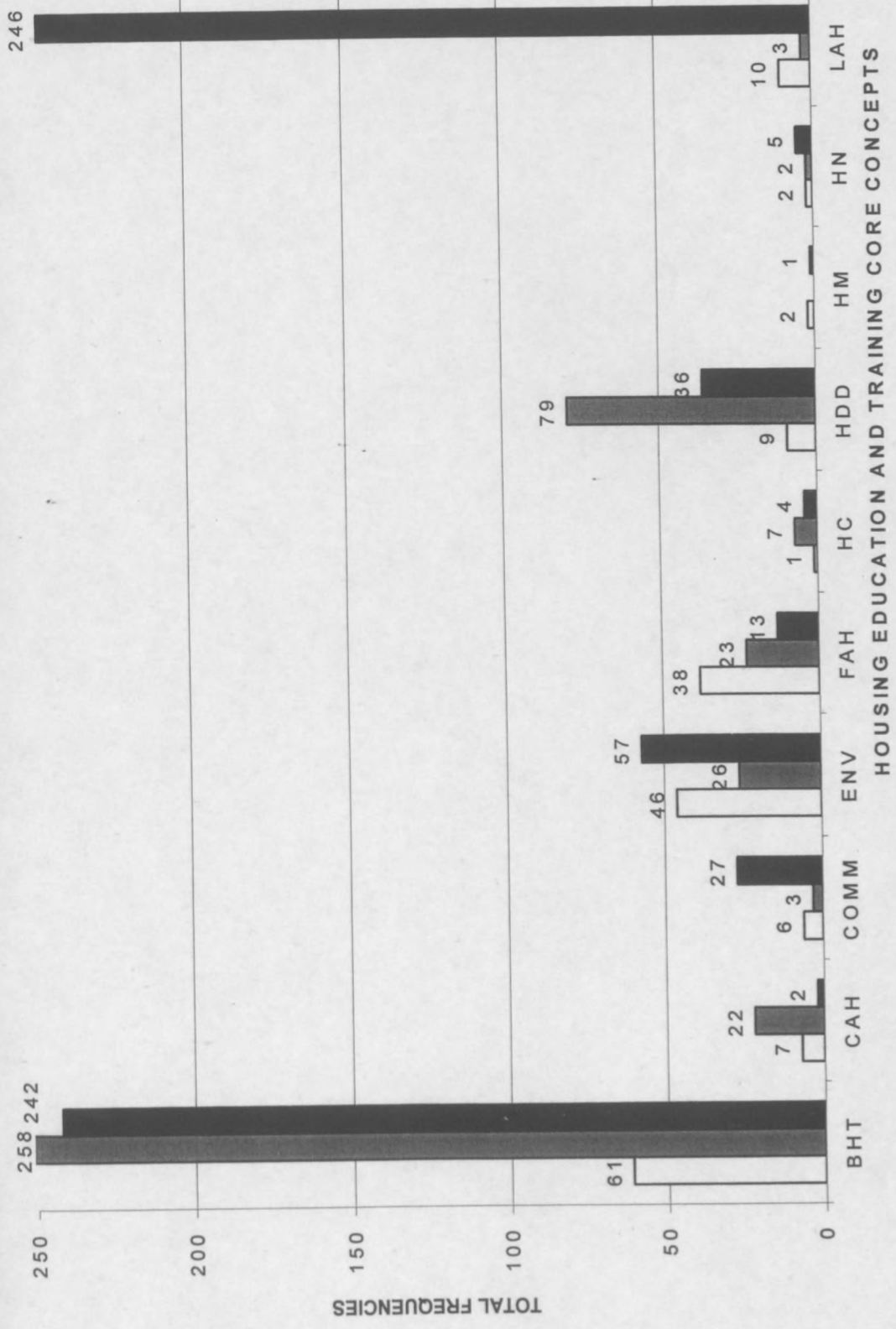


Figure 4.6: Frequency of the different Relevance Ratings of the Housing Education and Training Core Concepts identified in the School Phase of the FET Band

Thirteen of the sixteen housing education and training core concepts occur in this phase. The housing education and training core concepts not included in this band are "Sources of Housing Information" (SHI), "Housing Policy" (HP) and "Role-Players in Housing" (RP). Although all of the concepts in this band contain elements of relevance, two of the "relevant" concepts, "Legal Aspects of Housing" (LAH) (246) and "Basic Housing Technology" (BHT) (242), have high frequencies. The subjects containing these two relevant concepts will be discussed in the next section.

Unfortunately, a learner leaving school after the GET Band will not be able to utilise the learning opportunities created by the use of these relevant housing education and training core concepts for housing education. A solution to this problem could be the inclusion of this content at an earlier stage, perhaps the Senior Phase of the GET Band.

The suggestion is not to remove the housing education and training core concepts from the FET Band, but rather keep this content to create the opportunity for a learner to specialise in this field of housing consumerism. Considering the specialised nature of the subjects included in the FET Band, all the housing education and training core concepts could be included in this phase. This content could educate specialists in housing consumerism.

Table 4.18 presents the housing education and training core concepts and housing education and training sub-concepts rated as "relevant" in the core subject curriculums of the School Phase of the FET Band. The unit of analysis is included in this table to qualify the type of content the learner is exposed to during this phase.

Table 4.18: Core Subject Curriculums containing Housing Education and Training Core Concepts rated as "Relevant" in the School Phase of the FET Band

Units of Analysis (Words, Phrases and Sentences)

| Subjects | Housing Education and Training Core Concepts | Housing Education and Training Sub-Concepts | Units of Analysis (Words, Phrases and Sentences) |
|----------------------------|--|---|--|
| Art | CAH | TRADH | A survey of 20th century architecture; a survey of architecture; a short introduction to the greeks and the romans, and a study of a limited number of buildings from the early-christian period and the renaissance |
| | HC ENV | HDMP HE | Appreciation of art: a study of the home and the most important consumer articles from an aesthetic and functional point of view Certain aspects of population dynamics; definition of population; energy flow; estimation of population size; population decrease; population growth; population regulation; survival strategies |
| Biology | BHT | BUI FIN PL | Arches: semi-circular, segmented, soldier and flat-gauged arches with surround brickwork in English and stretcher bond; attached piers up to two bricks wide and half brick projection on one or both sides of a half brick wall or a one-brick wall in English bond; brickwork bonds; causes and prevention of smoky chimneys; chambered arch; concrete work; description only of the methods used for the building in of prefabricated metal fireplaces; domestic fireplaces in structure walls; door and window frames; drainage; eng. and Flemish garden wall bonds; right-angled corners and right-angled T-junctions up to one brick thickness; fender walls; flues, and the precautions to be observed in their construction; form and coursing of flues; methods applied for lining furnaces and fires; paving; diagonal, herring bone and basket pattern with a brick on edge finishing round borders; piling; placing of reinforcement in concrete lintels; practical tests for absorption, presence of lino; precautions to be observed in the handling and placing of concrete for level and stepped foundations, floors, walls, beams; reasons for the use of rapid hardening cement in concrete and plaster; refractory work; reinforced brickwork with wire reinforcement and expanded metal and its advantages w.r.t. stability; the construction of battering walls and the extending of existing walls; The construction of brick steps and determining the ratio of thread: riser; the rising of brickwork to concrete columns; the principles governing broken bonds in English and stretcher bonds; the purpose of piling; the terms commonly used; the testing of freshly mixed concrete on the building site; the use of purpose-made brick for obtaining right-angled corners in one-brick walls in Eng. and Flemish and stretcher bonds applicable to practical problems such as a bay window; three central arches; use of expansion joints; mosaic; cavetto; ceilings: plaster finish to; copings; corbelling; cyma reversa; cymo recta; expanded metal; facings: methods of affixing the following materials to wall and floor surfaces; finishes; glazed tiles; marble; meanings of the terms and application of stucco, graffito, pargeting, pebbledash, rough cast; moulding and granolithic floor finish; ovalo; partitions: the use of the following as substances for bricks in partitions: plaster board; plastering; plinths; precast slabs; preparation and application to circular and square columns; preparation and application to walls and ceilings and the methods used to obtain same surface; quarry tiles; stopped ends; the method of laying a granolithic screed and granolithic skirting w.r.t. the height thereof against the walls; the plastering of; the preparation and uses of gypsum plaster; the preparation and uses of plaster of paris; two and three layer plaster work; window sill finish with clay tiles, bricks, asbestos and wood; calculations; drainage; vertical sections through the concrete foundations, walls, corner, floors and roof to show the roof trusses of a simple single storeyed dwelling |
| | LAH | LAHOTHER | Ceiling heights; damp-proofing; details of local by-laws w.r.t. drainage; floor areas; reference to be made to local by-laws where applicable; site; ventilation |
| Bricklaying and Plastering | TH | CONSTR HMAT | Brickwork bonds; cavity walls; damp-proofing; English bond for strong walls up to one and a half brick thick Right-angled corners; right-angled T-junctions (half brick and one brick interior walls); the use of boning rods, sight rails and dumpy levels; the uses of white cement; bricks; concrete; lime and cement; plaster board; reasons why various classes of bricks are obtained from the same kiln; reinforced concrete; relative strength of bricks; terra cotta hollow bricks; the purpose and uses of fire bricks and fire clay |

Table 4.18 (cont'd): Core Subject Curriculums containing Housing Education and Training Core Concepts rated as "Relevant" in the School Phase of the FET Band

| Subjects | Housing Education and Training Core Concepts | Housing Education and Training Sub-Concepts | Units of Analysis (Words, Phrases and Sentences) |
|------------------------------|--|---|--|
| Building Construction Theory | BHT | BUI FIN PL | <p>Decompression valves; air locks; arches; bead butt panels; bonds for 110 mm and 220 mm thick brick walls English and stretcher bond, corners and T-junctions, pillars; box gutters with parallel sides to parapets on roofs; bricklaying and plastering; ceilings; circular arches; concrete technology; details of joints and mouldings; details of joints and mouldings; determining invert depths with the aid of a dumpy level or with a straight edge, spirit level and boning rods; door and frame; doors; frames; drainage; drainage plans for ordinary dwellings including the recognised standard abbreviations and the appropriate colour code; dumpy level; fireplaces; flush doors - laminated and framed; formwork; foundations (damp-proof course); foundations: lay-out; front door with raised and fielded panels, shaped TP-rail and semi-circular fanlight; general use; knowledge of the jointing method of copper, mild steel and polythene pipes; lay out; ledges, ledged and braced, framed ledged and braced doors; method of fixing rectangular and half round eaves gutter fitter with rectangular or round pipes; panel doors with solid panels, plywood panels; placing of horizontal, as well as vertical damp proof course; plumbing and sheet metalwork; plumbing and sheet-metalwork; practical application; precautionary measures when laying drains under visual circumstances viz. under buildings, roads or railway line, in unstable and waterlogged ground or when drains have to be laid very shallow; processed boards; protection of pipes in exposed portions at low temperatures; raised and filled panels; roof and ceiling; roofs South African type of leaner to, common and frames; roof work; sections housing the following with damp-proof course in position, foundations, corner floors, hardcore filling, ground level; setting up and operating; single casement window; South African type with a span up to 10 m with open and closed eaves; spacing of trusses and purlins w.r.t. various roof coverings; special aspects the inspector has to pay attention to during his visit; stretcher bond; swing doors with and without glass panes in the upper half with details of fixing; the depth of service pipes in the ground and the reasons therefore; the inspection and testing of drains by means of the hydraulic and compressed air tests; the purpose of manholes, abels and access eye advantages and disadvantages of each; the purpose and construction of flashings to chimneys, parapets and gables; the purpose and principles of septic tanks, vacuum tanks and French drains; the purpose of gullies and grease traps and where they are installed; the purpose of ramps on drains; the uses only of bibcocks, stopcocks, pillar cocks, full-way valves, non-return valves, high and low pressure ball valves; valley gutters to corrugated iron, tile and slate roofs; wall panelling; water hammer and ball valve chatter in cold-water installations; waterproofing or pies penetrated roofs; window and frame; bolts; finishing off; fittings; formwork; hinges; locks; methods of creating and supplying formwork for concrete slab with a beam, a structured flight of stairs, landing in reinforced concrete; mouldings; plumbing and sheet-metalwork; basement constructions; basic principles of the planning of a house w.r.t. siting and climatic conditions, sanitary facilities; building plans; calculate the reactions of the supports of beams supported at the ends; cold water supply; determined by means of calculation the bending moments and shear forces of each part for bearing supported at their ends with a maximum of three point loads; determining of quantities; diagram sketches of simple boiler and cylinder hot-water systems; diagrammatic sketches of simple electric geyser installations for houses; drainage; draw the bending moment and shear force diagrams; drawing of simple, detailed house plans; forces; front elevation of semi-circular arches; graphic methods for determining the lengths of different members; graphic reproductions of outer elevations; ground plans; hot-water systems; quantification (ordinary residence) bricks; sectional sketches illustrating the common jointing methods for earthen polyethylene and cast iron drain pipes; shear forces and bending moments; siting of house and outbuildings; sketch; plan; purpose, design, drawing; the basic principle of solar water heating; the connection to the municipality sewer; the principles of heating; the principles of moments and the moments of forces; vertical sections; vertical section through a semi-circular arch; working drawings</p> |

Table 4.18 (cont'd): Core Subject Curriculums containing Housing Education and Training Core Concepts rated as "Relevant" in the School Phase of the FET Band

| Subjects | Housing Education and Training Core Concepts | Housing Education and Training Sub-Concepts | Units of Analysis (Words, Phrases and Sentences) |
|---------------------------------------|--|---|---|
| Building Construction Theory (cont'd) | TH | CONSTR HMAT | Advantages and disadvantages in connection with conventional building methods; bonds for half and one brick walls; bricklaying and plastering; brickwork bonds; description of the concept industrial building; industrialised building; woodwork; bricks; characteristics and uses of stock and facebricks, mortar for plastering and masonry; concrete mixture and basic proportions; concrete technology; materials used; roof covering in corrugated iron and cement tiles; roof trusses; sand, cement and stone. |
| | ENV | HE | Urbanisation: reasons for urbanisation, advantages and disadvantages; growth and development potential; South Africa's policy with respect to urbanisation |
| Economics | FAH | SO | Financial institutions |
| | HM | HMEC | Households: role of households in economy; economic aims of households; the means of households |
| | BHT | BUI | Consumer circuits for dwellings; earth leakage circuit breaker; earthing of the installation; fuses, circuit breakers and starters; overhead and main supply to consumer's premises; single-phase installation which include socket outlets, lighting, stove, geyser and intermediate switching; the installation of conductors w.r.t. surface and concealed methods; wiring of consumer's distribution board; wiring of supply authority meter board |
| Electrician Work | COMM | CEC SOC | Distribution of urban centres; factors influencing the following: site, function, situation; land use zones; planning improved urban environments; urban morphology; urban problems and possible solutions; population growth; population geography; population movements and the factors responsible for them; processes and characteristics of urbanisation; rural settlement; settlement geography; urban settlement |
| | ENV | EH HE MACRO | Concepts of birth rate, death rate, growth rate; contrasting population pyramids for developed and developing countries; distribution and movement of population, factors responsible; factors influencing the growth of the world population; population geography; population growth; problems associated with population growth and possible solutions; population; atmospheric pressure; climatology; moisture in the atmosphere; relationship between pressure and wind on a global scale; temperature; the atmosphere; the atmospheric pressure; thunderstorms and tornadoes; weather and climate; weather and climatic explanations; weather processes |
| | RM | MAN | Environmental problems and possible solutions |

Table 4.18 (cont'd): Core Subject Curriculums containing Housing Education and Training Core Concepts rated as "Relevant" in the School Phase of the FET Band

| Subjects | Housing Education and Training Core Concepts | Housing Education and Training Sub-Concepts | Units of Analysis (Words, Phrases and Sentences) | |
|----------------|--|---|--|--|
| Home Economics | BHT | PL | Introduction to plan accessories to scale, measurements of room, placing of windows, doors, size of furniture, furniture, light, selection of materials, decoration accent | |
| | COMM | SOC | Responsibilities of family in community: interactions with environment at policy making, economic, community, level, emphasis of role of women | |
| | ENV | MACRO MICRO | Ecology: comprehension of changing macro-environment with respect to overpopulation, urbanisation, awareness of environment, changing of macro-environment, industrialisation, centralisation, decentralisation, technical development, demographic tendencies; comprehension of adaptation of family in the micro-environment, individuals methods of adaptation, personal and physical adaptation to changes: less space, more pollution, more noise, technological development; family structure | |
| | FAH | AFF SOC | General principles of alternate methods: insurance, pension schemes, annuities; satisfying needs within limits of income objective; aim of budgeting, natural budget, entrepreneurship/ family budget, general principles; satisfying needs within limits of income, planning of expenditure, determining needs, listing priorities, invoice prices, decide on best purchase, plan purchase; basic knowledge of economic aspects: home loans, housing subsidies, building societies; provision of housing by private housing school or state | |
| | HDD | COMP DDES EP FDES HMAT | Interior; clothing and interior; art elements; art principles; colour; comprehension of optimal utilisation of existing living space through application of art principles and elements and principles of function; spatial design; planning of interior: basic principles of design; art elements and principles; functional design; ergonomical aspects, income, needs related to activities; interior materials and access: judicious selection | |
| | HN | NFAC | Textiles properties: natural or artificial; knowledge of construction, knowledge of finishing processes, comprehension of influence of fibres, textile construction, techniques and finishing processes | |
| | LAH | CONTR | Housing needs: changing within stages of family cycle; socio-psychological aspects | |
| | | | | Introduction to : lease, sectional title, purchase deeds |

Table 4.18 (cont'd): Core Subject Curriculums containing Housing Education and Training Core Concepts rated as "Relevant" in the School Phase of the FET Band

| Subjects | Housing Education and Training Core Concepts | Housing Education and Training Sub-Concepts | Units of Analysis (Words, Phrases and Sentences) |
|-------------------------|--|---|--|
| Home Economics (cont'd) | RM | MAN | Decision-making - w.r.t. values, goals, resources, analysis of factors influencing decisions; financial management; home and environmental care; home and environmental care: care programme for a given living unit: division of time and work and available resources; home management; management of consumption; management process: values, standards, resource, phases - social, planning cost, analysis, work study, emotional and mental demands, motivation, homemakers contribution to welfare of family; work study: working while sitting or standing; importance of elbow height, toe and leg space, carrying and moving of items; economic movements: works simplification through selection of body movements, work techniques, selection of equipment and products |
| | TO | TTY | Housing provision: existing trends in types of housing; trends in housing technology in existing communities, e.g. group housing, cluster housing, town housing |
| | BHT | BUJ FIN PL | Ventilation and air-conditioning; brief selection of modern floor and wall finishing; adequacy of grounds and outbuildings; general requirements w.r.t planning and furnishing the following: individual rooms, - including suitable floor and wall surface - lounge, bed-sitting room, lounge-dining room, bedroom and kitchen; suitable floor plans - work, living and sleeping areas; use of floor plans as a guide |
| | COMM | SOC | Being useful members of the community; caring for and providing for the emotional and social growth of children in the family; creating a stable and congenial environment; encouraging well-adjusted family relationships; giving essential guidance to the very young child in order to encourage development and progress; social development; personal attention to others, consideration at all times, attention to detail in all matters, prevention of littering and pollution; the family; the responsibility of all members of the family to each other |
| House-Craft | ENV | MACRO MICRO | Environment; care of and attention required to w.c. and septic tank; cleaning agents - names of various types available, economical purchase and use; cleaning of any of the following available: floor finishes; wall surfaces, upholstered furniture, carpets, mirrors, windows; cleaning of the house; importance of keeping the home clean by using correct equipment and suitable modern cleaning agents, regular cleaning schedules; making a bed; occasional cleaning of pantry and cupboards; polishing of furniture; precautions to be taken at home; precautionary measures necessary; safety measures; special care necessary in the use of all electric and gas appliances; sweeping, dusting, polishing; use of deodorants and disinfectants in the home |
| | FAH | AFF | Balancing income and expenditure; cash and credit purchasing compared; control of household expenses; control of income; economising; simple household accounts; wise budgeting and purchasing |
| | HC | HDMP PRO | Choice of a suitable home; general factors to be borne in mind when purchasing a house; importance of insurance |

Table 4.18 (cont'd): Core Subject Curriculums containing Housing Education and Training Core Concepts rated as "Relevant" in the School Phase of the FET Band

| Subjects | Housing Education and Training Core Concepts | Housing Education and Training Sub-Concepts | Units of Analysis (Words, Phrases and Sentences) |
|-------------------------|--|---|--|
| House-Craft (cont'd) | HDD | COMP EP FDES SDES SAT NFAC | Beds; choice of soft furnishings; effective lighting, heating; furniture: general rules for the choice of furniture; interior decoration; comprehension of the principles of proportion, balance, harmony, emphasis, rhythm, colour, texture; the colour spectrum and three harmonising colour schemes; the importance of convenient planning, suitable working surfaces, correct working heights, adequate storage space; the arrangement of furniture |
| | HN | | Aspect; choice of a site in a suitable position; influence of personality, age, fashion trends and cost on personal choice |
| | LAH | CONTR | Necessity of reading contracts |
| | RM | MAN NH | Home management; labour saving materials and apparatus; laundry techniques; modern methods to be used throughout; organisation in laundry work; organisation in the home; science applied in the home; the housewife as manager of the home; use of modern appliances; water; explanation of the terms hard and soft water, properties, household methods of softening hardwater |
| | TH | CONSTR STR | General types of houses in South Africa; the house |
| Mercantile Law | LAH | CONTR | Accept: requirements; alienation of mortgaged property i.t. judgement of court; alienation of pledged property; auctions; breach of contract; care of the article of sale until delivery has taken place; characteristics of an insurance contract; co-creditors; co-debtors; common law principles; compensation of seller for storage; compliance with legal formalities; conditional sales; contracts of sale; contractual capacity; contractual capacity of the parties: definition, persons with full contractual capacity, persons with no contractual capacity, persons with limited contractual capacity; creditor; debtor; definition; definition of a contract; definition of a valid contract; definition; delivery; description of leases; destruction of mortgaged property; difference between void and voidable contracts; different kinds of contracts of sale; discharge of principle debt; duties of the buyer; duties of the landlord; duties of the seller under the purchase contract; duties of the tenant; express warranties; extinction of mortgager's title; F.O.R. sales; feasibility of contract; feasibility of performing contract: definition, contract which are impossible to perform; formalities for formation; formalities of contract of sale; formation; formation of a lease; forms; micro debtors, repudiation, positive malpractice, micro-creditors, impossibility of performance of contract; good faith; guarantee against latent defects; immovable property; implied agreements: description, examples; implied warranties; in certain cases to recognise the tenant's right to sublet the property; indemnity insurance; instalment purchase contracts; insurable interest; insurance; intention to buy and sell; introductory remarks: the concept contract; kinds of insurance; law of contract; lease of immovable property; legal remedies in the case of breach of contract: specific performance, withdrawal, damages; meaning of risk; merger; mortgage and pledge; mortgages; mutual consent; mutual consent: definition, inference of error or consensus, influence of force on consensus, influence of misrepresentation on consensus; nature and description; non-indemnity insurance; not to disturb the tenant in his enjoyment and use of the property; novation; offer and accept through the post; offer: requirements, by means of advantages and rewards, counter offer, lapse of an offer or subject to special terms; order of court; ownership of the goods sold; payment of the purchase price; payment of transfer duty; prescription; relationship between the parties (tenant and landlord); relationship between the parties (tenant and landlord) and third parties; renunciation; requirement for the stance of leases; requirements for the formation of a valid contract. |

Table 4.18 (cont'd): Core Subject Curriculums containing Housing Education and Training Core Concepts rated as "Relevant" in the School Phase of the FET Band

| Subjects | Housing Education and Training Core Concepts | Housing Education and Training Sub-Concepts | Units of Analysis (Words, Phrases and Sentences) |
|--------------------------------|--|---|---|
| Mercantile Law (cont'd) | LAH | CONTR | requirements for the formation of a contract of sale; rights and duties related by contracts; sales by description and by samples; statutory clauses; taking delivery of the article purchased; termination of a contract of insurance; termination of mortgages and pledges; termination, fulfillment of contract; terminational leases; the cheque; the conclusion of contract through the medium of offer and accept; the contract must comply with the formalities prescribed by the law; the credit agreement act; the law of contract; the purchase price; the purpose of insurance and importance of thereof; the rents act; the risk of the thing sold; the thing sold; there must be an underlying cause; there must be an underlying ground or reason for the contract (justa causa); to compensate the tenant for improvements effected when the tenant returns the property in the termination of the lease; to compensate the tenant for damages because of defects in property; to effect the necessary repairs; to hand over to the tenancy the property leased for use and occupation; to pay the rates and taxes levied on the property; to pay the rent punctually; to return the property undamaged to the landlord on expiry of the lease; to take proper care of the property and use it for the purpose for which it was hired; trade usages: description, requirements, examples; transfer of ownership in cash and credit transactions; warranties; warranty against eviction; ways of termination fulfillment: performance, novation, release of obligation, setting off of debts, merger of debts, bankruptcy, impossibility of performance, prescription |
| Plumbing & Sheet Metalwork | HDD | COMP | Central heating for single and multi-storey buildings; cisterns for urinals: tipping trough and syphonic type; flush valves; basic working principles; kitchen appliances; sanitary fittings; slopoppers; syphonic and valve type cisterns for water closets; urinals: single stall and slab urinals; w.c. pans, wash down and syphonic types |
| Practical Agricultural Science | BHT | BUI PL | Roof construction; factors to be taken into account: layout of garden in aspect to building, site and shape of plot; farmyard, harmonious unity with building and landscape, minimum upkeep, personal taste, needs of family (tennis court, swimming pool, entertainment area), safety; garden planning; layout of flower gardens: informal, formal; colour shades; contour lines; planting of trees and shrubs; herbaceous borders; shrub boarders; laws; garden paths; partitions and shelters; parking and recreation; drawing-up of garden map |
| Technika: Mechanical | ENV COMM | MESO SOC | Aspects of garden planning; ornamental gardening Social welfare services; society |
| Welding and Metalworking | BHT | BUI | Electrical aspects; framework structures; roof trusses |

Table 4.18 (cont'd): Core Subject Curriculums containing Housing Education and Training Core Concepts rated as "Relevant" in the School Phase of the FET Band

| Subjects | Housing Education and Training Core Concepts | Housing Education and Training Sub-Concepts | Units of Analysis (Words, Phrases and Sentences) |
|-------------|--|---|---|
| Woodworking | BHT | BUI PL | Ceilings; constructed details of ceilings; door and frame; floors; formwork; outward opening double casements with fanlight in a frame with muntin for casement and fanlight; practical methods for determining the lengths of hip, principle and jack rafters for roofs which are rectangular in plan; roofs - typical South African types (nailed and bolted); solid door frames without sills for above mentioned door; window and frame; quantity list for the materials for the ceiling of a room; views and sections of the various parts of a front door with raised panels, raised and fielded panels and shaped top rail |
| | HDD | COMP | Bedside cabinet with raised and fielded panel door, drawer and plinth type base; bedside cabinet with raised and fielded paneled door, drawer and plinth base; bookcase with two glass doors and cabriole legs; kitchen chair with straight lines; kitchen table; kitchen table with drawer |
| | TH | CONSTR HMAT | Spacing of trusses - and purlins for corrugated iron sheets, cement and asbestos sheets and interlocking roof tiles; details of plywood, blockboard, laminated board, chip board, hardboard and veneered board; fabricated boards; uses of and methods of finishing-off the various boards |

The content included in the fourteen optional subjects containing housing education and training core concepts in the FET Band is specialised. "Relevant" housing education and training core concepts identified in these subjects are therefore complex and sometimes very technical.

Biology contains housing education and training core concepts that relate to the environment and how the individual and family interact with the environment: *"definition of population; estimation of population size; population growth; survival strategies"*.

Economics includes content related to urbanisation, *"reasons for urbanisation, advantages and disadvantages"* and *"role of households in economy"*. Different financial institutions are also included in the content of this subject.

Electricity and instalment of certain electrical components in the home are included in the subject **Electrician Work**: *"consumer circuits for dwellings; wiring of consumer's distribution board"*.

The housing education and training core concepts relating to the environment and community in **Geography** include *"distribution of urban centres; population movements and the factors responsible for them; thunderstorms and tornadoes; environmental problems and possible solutions"*.

Woodworking contains content related to the building and construction of furniture for the home like a *"bedside cabinet with raised and fielded paneled door, drawer and plinth base"*. It also includes skills needed for building and constructing a home including *"constructed details of ceilings; spacing of (roof) trusses; uses of methods of finishing off"* and *"the construction of brick steps and determining the ratio of thread:riser"*.

Practical Agricultural Science and **Welding and Metalworking** contain the housing education and training core concept "Basic Housing Technology" (BHT) and includes

“electrical aspects” and “factors to be taken into account (when planning the) layout of the garden in aspect to the building, site and shape of the plot”.

Home Economics and **Housecraft** contain a variety of similar housing education and training core concepts which include "Basic Housing Technology" (BHT), "Community" (COMM), "Environment" (ENV), "Financial Aspects of Housing" (FAH), "Housing Design and Decoration" (HDD), "Housing Needs" (HN), "Legal Aspects of Housing" (LAH) and "Resource Management" (RM). An example of the content included in these concepts is the *“responsibilities of family in the community; family budget; housing needs: changing with stages of family cycle; importance of keeping the home clean; organisation in the home”*. "Tenure Options" (TO) is a relevant housing education and training core concept in **Home Economics** and includes content regarding the *“existing trends in types of housing”*. "Housing Consumerism" (HC) and "Types of Housing" (TH) are housing education and training core concepts included in **Housecraft** and covers content regarding the *“general types of houses in South Africa”* and *“choice of a suitable home”*.

Three subjects include very technical content regarding "Basic Housing Technology" (BHT): **Bricklaying and Plastering**, **Building Construction Theory** and **Plumbing and Sheet Metalwork**. Some of this content is not necessary for the education of the potential housing consumer, but could be used for specialised education and training in housing: *“English and Flemish garden wall bonds; reasons for the use of rapid hardening cement in concrete and plaster; meanings of the terms and application of stucco, graffito, pargeting, pebble dash, rough case moulding and granolithic floor finish; decompression valves; knowledge of the jointing method of copper, mild steel and polythene pipes”*. Although the frequencies of the relevance ratings are high for the relevant housing education and training core concepts identified in these subjects, only three housing education and training core concepts are included, namely "Basic Housing Technology" (BHT), "Legal Aspects of Housing" (LAH) and "Types of Housing" (TH).

The subject containing the most content regarding “Legal Aspects of Housing” (LAH), is **Mercantile Law**. This subject also contains very technical information regarding housing contracts: “*alienation of mortgaged property; description of leases; duties of the buyer; payment of transfer duty*” and “*the rents act*”. Unfortunately this subject is only presented in Grade 12, so a school leaver exiting after the GET Band will not benefit from this learning opportunity. It is also the only subject that includes much content relating to contracts in housing.

The subjects making the biggest contribution to housing education and training in the FET band are **Home Economics** and **Housecraft**. A variety of housing education and training core concepts touch on many aspects of housing that are important to address the knowledge required to educate and inform the responsible housing consumer. **Mercantile Law** contains a large body of content regarding the legal aspects of housing that is essential in housing education. However, the information is not only included at too late a stage for the learner, but is only being presented in the optional phases of formal education as well. **Building Construction Theory, Plumbing and Sheetmetalwork** and **Bricklaying and Plastering** contain specialised skills required by a practitioner in housing. While some of this knowledge can be used to educate the potential housing consumer, much of it is too technical.

4.4.6 Comparison of the Housing Education and Training Core Concepts in the GET Band and the School Phase of the FET Band

The GET Band of the NQF is a compulsory part of the learner’s education. It is therefore essential to include all the housing education and training core concepts in this band so that the learner will experience the best quality of housing education possible.

Table 4.19 presents the frequencies of the different relevance ratings of the housing education and training core concepts that can be used for housing education in the GET and the School Phase of the FET Band.

Table 4.19: Comparison of the Total of different Relevance Ratings of Housing Education and Training Core Concepts in the GET Band and the School Phase of the FET Bands

| NQF Band | Minor Relevance | | Satisfactory | | Relevant | | Total | |
|-------------------------------------|-----------------|---------------|--------------|---------------|------------|---------------|-------------|---------------|
| | | | | | | | | |
| General Education and Training Band | 259 | (47.8%) | 352 | (39.4%) | 213 | (23.3%) | 824 | (35.1%) |
| Further Education and Training Band | 283 | (52.2%) | 541 | (60.6%) | 700 | (76.7%) | 1524 | (64.9%) |
| TOTAL | 542 | (100%) | 893 | (100%) | 913 | (100%) | 2348 | (100%) |

Table 4.19 clearly shows that more of the housing education and training core concepts identified in the core subject curriculums of the FET Band (76.7%) were rated as relevant than those identified in the GET Band (23.3%). The best quality of housing education and training therefore appears to be presented in the core subject curriculums of the FET Band. School leavers choosing not to progress to the School Phase of the FET Band will therefore not gain this knowledge. It also appears that the quality of housing education in the GET Band needs to be improved because of the higher frequencies of housing education and training core concepts with ratings of minor (47.8%) and satisfactory (39.4%) relevance in this band. Recommendations for the inclusion of the sixteen housing education and training core concepts will be discussed in depth in Chapter Five, Six and Seven.

4.5 VERIFICATION OF THE HOUSING EDUCATION AND TRAINING CORE CONCEPTS

The aim of this section is to present and discuss the data obtained during the focus group conducted in Phase Three of the research. This discussion will be divided into two sections. The first section will present the different issues raised by the group regarding the education of the potential housing consumer at primary and secondary school level.

This section will also serve to confirm the housing education and training core concepts generated by the structured group meetings in phase one of the research. The second section will summarise the suggestions, comments or changes made regarding the proposal for the inclusion of the housing education and training core concepts in the GET Band of the NQF. This data will also be used in Chapter Five when making the final recommendations.

4.5.1 Issues Regarding the Education of the Potential Housing Consumer at Primary and Secondary School Level

The following issues were raised during the group discussion:

One of the first issues raised during the group discussion was how the **different housing options** in South Africa influenced the **affordability** of housing. Consumers seemed to be unaware of the hidden costs of housing and this appeared to be an important problem that should be addressed when educating the potential housing consumer.

“... Yes ... it should be addressed ... people sometimes just think of buying a house, but they don't think that the size of the house ... the location of the house will actually influence the maintenance of that house and will influence their salary ...”

Consumers also seem to be unaware that the **size and location** of a house has an influence on the maintenance and cost related to keeping a home. The awareness of these factors need to be brought to the attention of the potential housing consumer so that the household income will cover the expenses incurred when acquiring a home.

“... (friends I know) ... moved from a particular area to another area and ... pointed out what a difference that made, just because the house was bigger ... lighting costs were more ... there's a basic tariff, for instance for electricity, which changed ...”

Certain **values** regarding housing need to be instilled in the young learner in order that he or she develop an appreciation for the type of housing a family lives in and the **resources** needed for that family to maintain and keep the selected housing option. Keeping the home neat, responsible use of resources, discipline regarding the use of resources related to housing and the appreciation of the traditions and origins of the family with regard to housing were some of the values highlighted by the respondents.

“... die eerste ding wat in my gedagtes ook opkom is ... veiligheid ... en saam met dit ... onderhoud – moenie teen die mure teken nie ... moenie jou vingers in die kragproppe druk nie ... jou huis moet veilig wees ... jy moet dinge bewaar, en skoon hou en netjies hou ...”

The group emphasised that the differences between individuals, families and communities should not be seen as a stumbling block in housing education in primary and secondary education, but that these differences should rather be used as a resource to teach the learners appreciation of others and their different housing situations.

“... ek dink ook morele waardes kan ons ook baie grootliks in daardie ouderdomsgroep probeer in bring deur die kind...dat die huis gee 'n tipe van 'n ... gemeenskap ... (wat die) kind redelik kan opvoed op morele waardes ...”

Although housing education could serve to teach the individual how to improve his or her housing situation, individuals should not be alienated because of the circumstances in which they live.

“... hoe komplimenter behuising die waardesisteem van die kind ... so that we don't alienate or 'deculturalise' ... die ses-jarige ... en miskien is dit die uitdaging om die kind wat uit die plakkerskamp uit te kom en in die formele situasie uit te kom en hy sit in die klas ... how do we marry the two? ... and how do you educate him ... vir hom om te 'appreciate' sy'origin' ... sy 'African tradition' ... van 'n hut ... they kind of clash ...”

A young learner of 6 years old relates his or her learning experiences to the immediate **environment** and that which is familiar to him or her. The housing environment is therefore an ideal resource for the education of the learner and housing education can be started during the earliest phases of the individual's formal education.

“... in die eerste instansie weet hulle net wat hulle self het, hul weet nie wat die ander het nie ... my kinders mag hulle eintlik nie meet aan die ander nie, want hulle is in totaal ander omstandighede ...”

Accessing information related to housing was another important issue discussed by the respondents. There are different factors contributing to the complexity of this problem: the varying educational levels of the consumer means that housing-related information needs to be made available in different forms; sources of housing-related information need to be made known to the housing consumer – often information is not accessed because the consumer is unaware of where to go or who to ask for specific information.

“... ek dink daar's konteks belangrik ... met jou opvoedingsvlak ... ek vind dat mense nie weet nie ... selfs iets so eenvoudig soos om by die munisipaliteit uit te kom – waar moet jy uitkom ... dan stuur hulle jou weer bank toe want jy moet hier by die bank een of ander ding gaan kry ... veral nou met hierdie aansoeke ... dit was baie deurmekaar, die mense het glad nie geweet wat om te doen nie ... selfs vir dit is daar 'n behoefte ...”

Housing-related **information changes** at such a rapid rate that sources of this information, such as the municipal workers, are not always up-to-date with the most recent information. The housing consumer can therefore be misinformed by certain sources. Illiteracy is a big problem amongst certain communities and needs to be addressed to make important housing-related information available to the different members of the community.

“... beide die inligting ... onvermoë van die verbruiker of gebruiker om toegang te kry as gevolg van bepaalde probleme soos geletterdheid, bloot uitgestrektheid van die landelike gebied ...”

Learners can be used to relay such information to their parents – educating school children is therefore not only a long-term solution to educating the potential housing consumer, but also plays a **role in educating their parents as practicing housing consumers.**

“... ek dink nie eers dit is noodwendig eendag van toepassing nie – dit gaan dadelik ‘n verskil maak, want daai kind gaan huis toe. Hy gaan vir sy Ma vertel wat hy geleer het. Sê nou maar dis iemand, hier Standerd 7 ouderdom. Hy is al skerp genoeg om te weet hy kan vir sy Ma-hulle vertel: ‘... maar doen eerder dit, of kom ons probeer daardie ...’ Ek dink die effek kan onmiddellik wees ...”

The **responsibilities related to acquiring and keeping the different housing options** available in South Africa need to be relayed to the potential housing consumer. Housing should not be seen as a right to the individual, but rather as an “entitlement” or right to a housing opportunity. Learners that realise the responsibilities related to acquiring and keeping an own home, will appreciate the privilege of owning a home as well as the need to qualify for this “right”.

“... die kind wat in ‘n agterplaas struktuur woon. Hy weet nie wie moet die rekeninge ... betaal nie ... hy weet nie daar’s water wat betaal moet word nie ...”

“... daar’s geen ... exposition tot die tipe van verantwoordelikhede nie ... as die huis ‘n ‘resource’ is ... and we treat it as a resource ... dan moet die kind ... bepaalde waarde kan ‘attach’ van oppas, van ‘appreciate’, van ‘pride’. Dan moet ons ook sê jou ‘resources’ wat die huis instandhou, soos die water, die krag, ensomeer ... moet ‘appreciate’, en wat is daai ‘resources’, waar kom dit vandaan, wie bestuur dit ...”

The **role of the community** in educating the individual with regard to housing and the different housing options was emphasised by the different housing experiences of the respondents in the group.

“... the first thing I would ... like to teach them is a kind of appreciation for my home ... a home is where the family ... resides ... it's important and I have to look after it ... my home is in a community and the community is also important ...”

One respondent mentioned the importance of the **parents in educating their children** regarding the responsibilities of housing so that they can know what a municipality is and the importance of paying for services provided.

“... ek het baie laat in my lewe geleer wat is 'n munisipaliteit ... miskien moet ons op 'n baie jong ouderdom op die rol van die munisipaliteit fokus ... ek, byvoorbeeld, dink al hoe meer daaraan om in my eie gemeenskap die ouers aan te moedig om kinders saam te neem wanneer hulle gaan rekeninge gaan betaal ...”

Another respondent mentioned that parents in some communities pay for their children's housing, thus removing the **need of the learner to be educated** with regard to housing consumption.

“... ek dink weereens die gemeenskappe verskil so baie van mekaar ... ek weet nie of hulle regtig 'n behoefte gehad het by ons kinders om vir hulle daarvan bewus te maak ... want ons was bevoorreg om altyd ander mense te hê wat met ons die pad geloop het ... ouers wat ook tot hulle kinders se huise help betaal ... dit was nog nooit nodig by ons regtig nie ...”

Some learners have only known life in a squatter camp – their **housing reality** is different to a learner that has only lived in formal housing.

“... daar’s nog tot van die plakkerskampe al tweede en derde geslagte wat gebore word, en as daai moet weet ... dit is maar nou net ‘n plakkershut ... en hele ding van ‘n geboude huis was tot nou toe voordat die HOP huis gebou is, nog nie ‘n opsie gewees nie ...”

It was the feeling of the group that not enough is being done at school level to teach the learners what they need to know and be able to do to be equipped as informed and responsible housing consumers.

“... ek kan net praat wat betref standerd ses tot agt ... dan is daar formeel in die skool leerplanne nie genoeg ... behuisingsopvoedinginhoud ... nie ...”

“... ek het vir my vierde jaar studente, wat ek sommer noem ‘n veldstudie opdrag, wat ek elke jaar vir hulle gee ... elke jaar dan sê hulle ... dis die eerste keer wat hulle werklik beseft wat is betrokke en ... watter aspekte moet jy alles in gedagte neem ... en hulle oë gaan net so oop en dan beseft hulle eers ... ons het niks geweet nie ...”

This part of the discussion in the focus group not only served to confirm the findings of phase one of the research, but also served to confirm the findings of the document analysis in the second phase.

4.5.2 Suggestions Regarding the Recommendations for the Inclusion of the Housing Education and Training Core Concepts in the GET Band of the NQF

During the Second Phase of the group discussion the key question was asked: “What suggestions or changes would you make to the recommendations for the inclusion of housing education and training into the school curriculum?” The respondents were asked to evaluate the inclusion of the sixteen housing education and training core concepts into the Foundation, Intermediate and Senior Phases of the GET Band, keeping in mind the

complexity of the subject matter and relevance of the subject matter to the learner in a given phase.

The respondents felt that the criteria determining the stages which housing education and training core concepts should be included in the different GET Phases should be specified. This would serve as motivation for the educator to include the housing education and training core concepts into the curriculum of a specific phase (**relevance**) and give an indication of the level of **complexity** of each housing education and training concept to be included.

Curriculum development in OBE rests on the principle of designing the learning experience by starting with the outcome and then determining the activities essential in teaching the learner the outcome. The housing education and training core concepts should therefore be related to each of the **seven Critical Cross-Field Outcomes** and the five outcomes related to development. Some of the respondents suggested using the 66 Specific Outcomes. Although this suggestion was noted, further discussion made it clear that in OBE educators are given the freedom to design their own Learning Programmes. The choice and combination of Specific Outcomes would be performed at micro-level, according to the learner's needs and the educator's design.

The **practical experiences** that would be used to teach the learners the importance of the different housing education and training core concepts for the housing consumer was another concern raised by the group. It was felt that the learner had to learn through experience the knowledge and skills needed to equip a school leaver as an informed and responsible housing consumer. OBE would therefore be the ideal vehicle for housing education because of the emphasis on learning by experience.

The young learner in the Foundation Phase of the GET Band would relate better to his or her **immediate environment**. It was therefore felt that housing education and training core concepts relating to the learner's immediate or micro-environment should be placed in the Foundation and Intermediate Phases of the GET Band. This idea confirmed the

findings of the document analysis in phase two of the research: housing education and training core concepts present in the core subject curriculums were present in subjects like Environmental Studies that relate to the direct environment of the learner. Whereas, housing education and training core concepts identified in the Intermediate and Senior Phases were embedded in content related to the macro-environment of the learner.

The progressive **complexity** of the different housing education and training core concepts needed to be defined so that the respondents could suggest the phases at which the concepts could be introduced. Some of the concepts were perceived as very complex, like financial aspects of housing, and others less complex, like the community.

The complexity of the housing education and training core concepts introduced into the GET Band of the NQF would also give an indication of whether the learner would be a **specialist or generalist** regarding housing. It was felt by the group that the GET Band aimed at giving the learner a *general education*, and that the recommendations should include "pointers" to guide learners wishing to specialise in housing education and training in the FET Band.

The **context** of the learner's housing experience was considered vital in the education of the potential housing consumer. Different individuals would have different housing experiences that could not be ignored when educating the learner regarding housing. This contextual consideration needs to be mentioned in the recommendations.

The discussion during the second half of the group session emphasised the importance of clarifying the criteria used to determine the complexity and relevance of each of the different housing education and training core concepts to the learner in each of the phases of the GET Band. These criteria would equip the educator to include the housing education and training core concepts when planning the learning activities for the learners in a specific phase.

4.6 SUMMARY

This chapter discussed and presented the identification and definition of the housing education and training core concepts and the housing education and training sub-concepts identified by the structured group meetings in Phase One of the research. The evaluation of the core subject curriculums of the Foundation, Intermediate and Senior Phases of the GET and the School Phase of the FET Bands, using the housing education and training core concepts in the document analysis of Phase Two, was also discussed. Finally the issues raised by the focus group conducted in Phase Three, as well as the suggestions, comments and changes made by the participants, were presented.

The findings presented in this chapter will be used in Chapter Five to make recommendations for the inclusion of housing education in the Foundation, Intermediate and Senior Phases of the GET Band of the NQF.

CHAPTER 5

THE INCLUSION OF HOUSING EDUCATION AND TRAINING CORE CONCEPTS INTO THE GET BAND OF THE NQF

5.1 INTRODUCTION

Sixteen housing education and training core concepts were identified and refined in the research. As part of the education of an informed and responsible housing consumer, the knowledge and skills embedded in these concepts needs to be included in the General Education and Training (GET) Band of the National Qualifications Framework (NQF). This will ensure that learners leaving the formal, compulsory education band after completing Grade Nine will have been exposed to learning opportunities aimed at equipping the individual with the knowledge and skills necessary to make informed and responsible housing-related decisions.

The constructs used in Curriculum 2005 to include knowledge, skills, attitudes and values into the curriculum have been presented in Chapter Two. Phase Organisers and Programme Organisers are used to select and cluster appropriate Specific Outcomes from different Learning Areas. The Assessment Criteria and Performance Indicators related to each of the Specific Outcomes are then used to assess the learners. These constructs need to be used when introducing the knowledge, skills, attitudes and values contained in the housing education and training core concepts into the curriculum of Foundation, Intermediate and Senior Phase learners.

However, Outcomes-Based Education (OBE) requires that outcomes are designed before new content can be introduced into such a curriculum. Outcomes therefore need to be developed using the knowledge, skills, attitudes and values embedded in each of the

sixteen housing education and training core concepts before Learning Programmes can be designed that are aimed at equipping the learner to make informed and responsible housing-related decisions.

This chapter presents the different components that are required to develop Learning Programmes aimed at educating the potential housing consumer. The knowledge, skills, attitudes and values contained in each of the core concepts are presented, as well as the outcomes that need to be achieved by a learner mastering housing consumer skills. A summary of the Specific Outcomes contained in Curriculum 2005, and related to each of the housing education and training core concepts, is included in this Chapter to provide the tools that an educator might need when designing Learning Programmes aimed at the education of the potential housing consumer.

5.2 KNOWLEDGE, SKILLS, ATTITUDES AND VALUES EMBEDDED IN THE HOUSING EDUCATION AND TRAINING CORE CONCEPTS

The following section discusses the knowledge, skills, attitudes and values required by a learner to master each of the sixteen housing education and training core concepts. Tables 5.1 – 5.3 present the knowledge and skills component, contained in the core concepts, for each of the different phases of the GET Band. The skills presented in these tables can also be used as a demonstration of competence and are sometimes formulated as outcomes.

Table 5.1: The Knowledge and Skills Component of Each of the Housing Education and Training Core Concepts for the Foundation Phase

| CONCEPT | KNOWLEDGE | SKILLS |
|--|--|--|
| <p>“Basic Housing Technology” (BHT)</p> | <p>Drawing plans for a home</p> <ul style="list-style-type: none"> • Drawing a home • Building a home • Structures of a house • Interior of a home • Building materials • Safety and security in the home • Maintaining a home • Cleaning a home • Repairs <p>Remodeling and renovating a home</p> <ul style="list-style-type: none"> • Advantages and disadvantages <p>Components of a community</p> <ul style="list-style-type: none"> • Civic component (policemen, traffic officers, etc.) • Economic component (shops, garages, etc.) • Social component (schools, hospitals, etc.) <p>Interaction of the individual and/or family with the community</p> <ul style="list-style-type: none"> • Roles of different people within the community | <p>Draw own home with furniture</p> <p>Identify different structures of a home</p> <p>Identify materials used to build own home</p> <p>Explain the importance and uses of electricity, running water, sanitation, identify cooling and ventilation in own home</p> <p>Explain how to make the home safe and secure</p> <p>Demonstrate how to clean a home</p> <p>Identify simple faults needing to be repaired in the home</p> <p>Identify the need to create more space in the home</p> <p>Describe different methods that can be used to create more space in a home</p> |
| <p>“Community” (COMM)</p> | <p>Components of a community</p> <ul style="list-style-type: none"> • Civic component (policemen, traffic officers, etc.) • Economic component (shops, garages, etc.) • Social component (schools, hospitals, etc.) <p>Interaction of the individual and/or family with the community</p> <ul style="list-style-type: none"> • Roles of different people within the community | <p>Describe what is meant by a community</p> <p>Identify different people and the role that they play in the community</p> <p>Use appropriate means to communicate with people that perform different roles in the community</p> <p>Participate in community activities</p> |
| <p>“Cultural Aspects of Housing” (CAH)</p> | <p>Cultural influence on housing</p> <ul style="list-style-type: none"> • Aspects of culture in housing (norms, values, symbols, reference group, social habits, lifestyle, arts, religion) <p>Housing in different cultures</p> <ul style="list-style-type: none"> • Housing for different cultures | <p>Describe own culture</p> <p>Describe aspects of culture in housing</p> <p>Identify and explain differences in housing between classmates from different cultural backgrounds</p> <p>Describe different housing forms in different cultures</p> |
| <p>“Environment” (ENV)</p> | <p>Description of housing</p> <p>Housing environments</p> <ul style="list-style-type: none"> • Micro-environment • Meso-environment • Macro-environment <p>Interaction of housing and the natural environment</p> <ul style="list-style-type: none"> • Services • Natural environment • Socio-economic and cultural environment • Improving the environment • Health and safety <p>Interaction of man and natural environment</p> <ul style="list-style-type: none"> • Interdependence between man-made and natural environment <p>Interaction of man and the housing environment</p> <p>Interdependence between man and the housing environment</p> | <p>Describe housing</p> <p>Describe interior of own home</p> <p>Describe neighbourhood, natural environment and infrastructure</p> <p>Explain how home interacts with environment</p> <p>Explain how own family interacts and affects natural environment</p> <p>Explain how family and self are influenced by own home, neighbourhood and greater community</p> |

Table 5.1 (cont'd): The Knowledge and Skills Component of Each of the Housing Education and Training Core Concepts for the Foundation Phase

| CONCEPT | KNOWLEDGE | SKILLS |
|--|--|--|
| <p>“Financial Aspects of Housing” (FAH)</p> | <p>Housing cost components</p> <ul style="list-style-type: none"> • Personal financial resources • Household budgets <p>Accessing housing finance</p> <ul style="list-style-type: none"> • Different sources of finance • Means of accessing finance | <p>Identify and describe personal financial resources</p> <p>Describe a household budget</p> <p>Describe different sources of finance</p> <p>Explain how to access different sources of finance</p> |
| <p>“Housing Consumerism” (HC)</p> | <p>Decision-making</p> <ul style="list-style-type: none"> • Types of decisions <p>Housing decision-making process</p> <ul style="list-style-type: none"> • Steps in the process • Factors affecting consumer decisions <p>Types of housing-related decisions</p> <ul style="list-style-type: none"> • Different types <p>Consumer protection</p> <ul style="list-style-type: none"> • How to act as a responsible consumer • How to respond to consumer-related problems | <p>Describe different types of decisions</p> <p>Describe the steps in the housing decision-making process</p> <p>Identify and describe different factors affecting consumer decisions</p> <p>Identify and describe different types of housing-related decisions</p> <p>Explain and demonstrate how to act as a responsible housing consumer</p> <p>Explain and demonstrate how to respond to consumer-related problems</p> |
| <p>“Housing Design and Decoration” (HDD)</p> | <p>Design and decoration</p> <ul style="list-style-type: none"> • Elements of design • Floor, window and wall coverings • Types of lighting • Spatial design • Storage <p>Furniture and appliances</p> <ul style="list-style-type: none"> • Types of furniture and appliances used in the home • Care of appliances and furniture | <p>Use different elements of design</p> <p>Draw different floor, window and wall coverings</p> <p>Draw different types of lighting</p> <p>Discuss how space is used in the home</p> <p>Discuss how goods are stored in the home</p> <p>Identify and discuss different types of furniture and appliances used in the home</p> <p>Explain how to care for appliances and furniture</p> |
| <p>“Housing Market” (HM)</p> | <p>Characteristics of the South African housing market</p> <ul style="list-style-type: none"> • Principles underlying housing market <p>Housing provision</p> <ul style="list-style-type: none"> • Housing supply and demand <p>Sustainable development of low-cost housing</p> <ul style="list-style-type: none"> • Similarities and differences between low-cost and other types of housing | <p>Explain principles underlying housing market</p> <p>Explain how housing is accessed by the own family</p> <p>Describe similarities and differences between low-cost and other types of housing</p> |
| <p>“Housing Needs” (HN)</p> | <p>Satisfaction of human needs</p> <ul style="list-style-type: none"> • Description of human needs <p>Factors affecting housing needs</p> <ul style="list-style-type: none"> • Changing needs of family and individuals • Housing norms • Housing values | <p>Explain what human needs are</p> <p>Explain how family's needs change</p> <p>Explain how own needs change</p> <p>Explain housing norms of own family</p> <p>Explain what is important to own family</p> |

Table 5.1 (cont'd): The Knowledge and Skills Component of Each of the Housing Education and Training Core Concepts for the Foundation Phase

| CONCEPT | KNOWLEDGE | SKILLS |
|---|---|--|
| "Housing Policy" (HP) | Housing Policy in South Africa <ul style="list-style-type: none"> • Description of a policy in a country • Organisations supporting housing policy implementation in South Africa | Explain what public policy is Identify different organisations supporting housing policy implementation in South Africa |
| "Legal Aspects of Housing" (LAH) | Types of legal documents and agreements <ul style="list-style-type: none"> • Description of the term legal • Agreements | Explain what is meant by the word legal Explain and appreciate the value of an agreement |
| "Resource Management" (RM) | Family resource management related to housing <ul style="list-style-type: none"> • Description of a resource • Resources used in the home • Type of resources (human or non-human, renewable or non-renewable) Managing resources <ul style="list-style-type: none"> • Financial planning • Purchasing • Principles of conservation | Identify and describe resources Identify and describe different resources used in the home Group resources according to whether they are human or non-human, or whether they are renewable or non-renewable Identify the need to plan how money is spent Describe and demonstrate how goods and services are bought Describe and apply basic principles of conservation |
| "Role-Players in Housing" (RP) | Role-players involved in different phases of housing provision <ul style="list-style-type: none"> • Phases of housing provision • Role-players involved in different phases of housing provision | Describe different phases of housing provision Identify and describe different role-players involved in different phases of housing provision |
| "Sources of Housing Information" (SHI) | Sources of information Different types of information | Describe and use different sources of information Describe and use different types of information |
| "Tenure Options" (TO) | Renting and buying a home Advantages and disadvantages between renting and buying a home Rights and responsibilities of tenant, landlord and home owner | Distinguish between renting and buying a home List advantages and disadvantages between renting and buying a home Explain the rights and responsibilities of the tenant, landlord and home owner |
| "Types of Housing" (TH) | Types of housing <ul style="list-style-type: none"> • Different forms of housing | Identify different forms of housing inhabited by classmates and self Group similar forms of housing |

Table 5.2: The Knowledge and Skills Component of Each of the Housing Education and Training Core Concepts for the Intermediate Phase

| CONCEPT | KNOWLEDGE | SKILLS |
|--|--|--|
| <p>“Basic Housing Technology” (BHT)</p> | <p>Designing a home</p> <ul style="list-style-type: none"> • Drawing a home including the furniture (not to scale) • Building a home • Structures of a house • Interior of a home • Building materials • Safety and security in the home <p>Maintaining a home</p> <ul style="list-style-type: none"> • Cleaning a home • Repairs <p>Remodeling and renovating a home</p> <ul style="list-style-type: none"> • Advantages and disadvantages | <p>Draw a simple plan for a home</p> <p>Identify and describe different materials used to build, finish-off, renovate and maintain a home</p> <p>Identify different structures of a house</p> <p>Identify and describe different safety measures to be taken in the home</p> <p>Describe different security measures to be taken in the home</p> <p>Demonstrate how to clean a home</p> <p>Identify and describe how to make selected repairs to a home</p> <p>Differentiate between remodeling and renovating a home</p> <p>Describe the advantages and disadvantages of remodeling and renovating a home</p> |
| <p>“Community” (COMM)</p> | <p>Components of a community</p> <ul style="list-style-type: none"> • Civic component (policemen, traffic officers, etc.) • Economic component (shops, garages, etc.) • Social component (schools, hospitals, etc.) <p>Interaction of the individual and/or family with the community</p> <ul style="list-style-type: none"> • Roles of different people within the community • Neighbourhood and community facilities and services • Contribution of family to community well-being | <p>Describe what is meant by a community</p> <p>Describe the different components within a community</p> <p>Identify different people and the role that they play in the community</p> <p>Use appropriate means to communicate with people that perform different roles in the community</p> <p>Identify and describe different neighbourhood and community facilities and services</p> <p>Describe the role of the individual and the family in the community</p> <p>Participate in community activities</p> |
| <p>“Cultural Aspects of Housing” (CAH)</p> | <p>Cultural influences on housing</p> <ul style="list-style-type: none"> • Aspirations, preferences and housing satisfaction • South African housing norms and traditions • Aspects of culture • Factors affecting cultural aspects of housing <p>Cultural heritage</p> <ul style="list-style-type: none"> • Architecture • Housing styles • Different types of housing related to different cultures | <p>Describe own family’s housing preferences and aspirations</p> <p>Describe housing satisfaction</p> <p>Describe South African housing norms and traditions</p> <p>List and describe different aspects of culture</p> <p>Discuss the effect of aspects of culture on housing</p> <p>Identify and describe different types of architecture</p> <p>Identify and describe different housing styles</p> <p>Identify different types of housing related to different cultures</p> |

Table 5.2 (cont'd): The Knowledge and Skills Component of Each of the Housing Education and Training Core Concepts for the Intermediate Phase

| CONCEPT | KNOWLEDGE | SKILLS |
|--|---|--|
| <p>“Environment” (ENV)</p> | <p>Description of housing environments</p> <ul style="list-style-type: none"> • Micro-environment • Meso-environment • Macro-environment <p>Interaction of housing and the natural environment</p> <ul style="list-style-type: none"> • Services • Natural environment • Socio-economic and cultural environment • Improving the environment • Health and safety <p>Interaction of man and natural environment</p> <ul style="list-style-type: none"> • Interdependence between man-made and natural environment • Environmental perception, awareness • Location, regional and climatic influences <p>Interaction of man and the housing environment</p> <ul style="list-style-type: none"> • Interdependence between man and the housing environment • Communication and interaction in the residential environment • Patterns of development | <p>Describe housing</p> <p>Differentiate between the micro-, meso- and macro housing environments</p> <p>Explain the interaction between housing and the environment</p> <p>Explain the interaction between man and the natural environment</p> <p>Explain the interaction between man and the housing environment</p> |
| <p>“Financial Aspects of Housing” (FAH)</p> | <p>Financial assistance provided for housing acquisition</p> <ul style="list-style-type: none"> • Sources of housing finance (financial institutions, Government, non-conventional financing) • Organisations mobilising credit (NHFC, NURCHA, SHF) <p>Housing cost components</p> <ul style="list-style-type: none"> • Cost related to buying and renting a home • Cost related to moving <p>Households budgets</p> <p>Decision-making</p> <ul style="list-style-type: none"> • Types of decisions • Types of housing-related decisions • Resources needed to make housing-related decisions <p>Housing decision-making process</p> <ul style="list-style-type: none"> • Steps in the process • Factors affecting consumer decisions <p>Consumer protection</p> <ul style="list-style-type: none"> • Rights and responsibilities of consumers • How to act as a responsible consumer • How to respond to consumer-related problems | <p>Describe different sources of housing finance</p> <p>Describe what is meant by a state housing subsidy</p> <p>Describe each of the different state housing subsidies</p> <p>Identify and describe different organisations that mobilise housing credit</p> <p>Discuss the costs related to buying and renting a home</p> <p>Discuss the costs related to moving</p> <p>List and describe different sources of housing finance</p> |
| <p>“Housing Consumerism” (HC)</p> | <p>Decision-making</p> <ul style="list-style-type: none"> • Types of decisions • Types of housing-related decisions • Resources needed to make housing-related decisions <p>Housing decision-making process</p> <ul style="list-style-type: none"> • Steps in the process • Factors affecting consumer decisions <p>Consumer protection</p> <ul style="list-style-type: none"> • Rights and responsibilities of consumers • How to act as a responsible consumer • How to respond to consumer-related problems | <p>Describe different types of decisions</p> <p>Identify and describe different resources that are needed to make housing-related decisions</p> <p>Describe the steps in the housing decision-making process</p> <p>Identify and describe different factors affecting consumer decisions</p> <p>Demonstrate how to act as a responsible consumer</p> <p>Demonstrate how to respond to consumer-related problems</p> <p>Explain the rights and responsibilities of a consumer</p> |

Table 5.2 (cont'd): The Knowledge and Skills Component of Each of the Housing Education and Training Core Concepts for the Intermediate Phase

| CONCEPT | KNOWLEDGE | SKILLS |
|--|--|---|
| <p>“Housing Design and Decoration” (HDD)</p> | <p>Design and decoration</p> <ul style="list-style-type: none"> • Principles and elements of design • Characteristics of good design • Floor, window and wall coverings • Types of lighting • Spatial design • Storage <p>Furniture and appliances</p> <ul style="list-style-type: none"> • Types of furniture and appliances used in the home • Care of appliances and furniture | <p>Use principles and elements of design</p> <p>Discuss the characteristics of good design</p> <p>Identify and describe different floor, window and wall coverings</p> <p>Identify and describe different types of lighting</p> <p>Discuss and illustrate principles underlying spatial design</p> <p>Describe different means of storage in the home</p> <p>Identify and describe different types of furniture and appliances used in the home</p> <p>Demonstrate how to care for appliances and furniture</p> |
| <p>“Housing Market” (HM)</p> | <p>Characteristics of the South African housing market</p> <ul style="list-style-type: none"> • Principles underlying housing market <p>Housing provision</p> <ul style="list-style-type: none"> • Housing supply and demand • Phases in housing provision • Characteristics of housing that influence the housing market <p>Sustainable development of low-cost housing</p> <ul style="list-style-type: none"> • Description • Similarities and differences between low-cost and other types of housing | <p>Describe the different principles underlying the housing market in South Africa</p> <p>Describe the principles of supply and demand</p> <p>Explain the different phases in housing provision</p> <p>Explain how the different characteristics of housing influence the housing market</p> <p>Describe what is meant by sustainable development of low-cost housing</p> <p>Identify and describe the similarities and differences between low-cost and other types of housing</p> |
| <p>“Housing Needs” (HN)</p> | <p>Satisfaction of human needs</p> <ul style="list-style-type: none"> • Description of human needs • Maslow’s hierarchy of needs <p>Factors affecting housing needs</p> <ul style="list-style-type: none"> • Family lifecycle • Individual lifecycle • Lifestyles • Quality of life • Socio-economic status • Special needs • Housing norms • Housing values | <p>Describe human needs</p> <p>Identify and describe the family and individual lifecycle</p> <p>Discuss the different factors affecting housing needs</p> |
| <p>“Housing Policy” (HP)</p> | <p>Housing policy in South Africa</p> <ul style="list-style-type: none"> • Strategies used to implement the South African housing policy • Organisations supporting housing policy implementation in South Africa | <p>Describe what is meant by public policy</p> <p>Identify and describe different organisations that support the implementation of the housing policy in South Africa</p> |
| <p>“Legal Aspects of Housing” (LAH)</p> | <p>Types of legal documents and agreements</p> <ul style="list-style-type: none"> • Description of the term legal • Agreements (buying and renting) | <p>Describe what is meant by legal</p> <p>Discuss the different agreements (verbal and written) that are made when buying or renting a home</p> |

Table 5.2 (cont'd): The Knowledge and Skills Component of Each of the Housing Education and Training Core Concepts for the Intermediate Phase

| CONCEPT | KNOWLEDGE | SKILLS |
|--|--|--|
| <p>“Resource Management” (RM)</p> | <p>Resources</p> <ul style="list-style-type: none"> • Description of a resource • Types of resources used in the home • Classification of resources (human or non-human, renewable or non-renewable) <p>Managing resources</p> <ul style="list-style-type: none"> • Financial planning • Purchasing • Principles of conservation <p>Role-players involved in different phases of housing provision</p> <ul style="list-style-type: none"> • Phases of housing provision • Role-players involved in different phases of housing provision | <p>Describe what is meant by resource</p> <p>Identify and select different resources used in the home</p> <p>Differentiate between human and non-human resources</p> <p>Differentiate between renewable and non-renewable resources</p> <p>Plan finances</p> <p>Demonstrate how to buy and pay for goods and services</p> <p>Apply principles of conservation when using resources</p> |
| <p>“Role-Players in Housing” (RP)</p> | <p>Sources of housing information</p> <p>Different types of housing information</p> | <p>Identify and describe the different phases of housing provision</p> <p>Identify the different role-players in the different phases of housing provision</p> <p>Describe the roles of the different role-players in housing provision</p> <p>Describe different sources of housing information</p> <p>Access and use different types of housing information</p> |
| <p>“Sources of Housing Information” (SHI)</p> | <p>Renting and buying a home</p> <ul style="list-style-type: none"> • Advantages and disadvantages between renting and buying a home • Rights and responsibilities of tenant, landlord and home owner • Steps in buying a home | <p>Describe the advantages and disadvantages of buying and renting a home</p> <p>Describe the rights and responsibilities of tenants, landlords and home owners</p> <p>Describe the steps in buying a home</p> |
| <p>“Tenure Options” (TO)</p> | <p>Types of housing</p> <p>Different classifications</p> <ul style="list-style-type: none"> • According to size of household: <ul style="list-style-type: none"> • Single-family housing (prefabricated, custom-built, manufactured) • Multiple-family housing (rental apartments, duplex, town house, cooperative apartment, condominium) • According to density <ul style="list-style-type: none"> • High (flats, hostels) • Medium (cluster housing, group housing) • Low (single standing dwellings) • According to culture <ul style="list-style-type: none"> • Modern • Traditional | <p>Describe different types of housing using different classifications</p> |
| <p>“Types of Housing” (TH)</p> | | |

Table 5.3: The Knowledge and Skills Component of Each of the Housing Education and Training Core Concepts for the Senior Phase

| CONCEPT | KNOWLEDGE COMPONENT | SKILLS COMPONENT |
|---|---|--|
| <p>“Basic Housing Technology” (BHT)</p> | <p>Drawing plans for a home</p> <ul style="list-style-type: none"> • Creating a floor plan • Floor plans and blueprints <p>Building a home</p> <ul style="list-style-type: none"> • Building materials • The structure (foundation, frame or walls, finishing the exterior, roof, insulation, windows, doors, other details) • Interior of a home (heating, cooling and ventilation, electric wiring, plumbing, stairways, walls and ceilings) • Safety and security in the home (preventing accidents, preventing fires, promoting security) • Landscaping <p>Maintaining a home</p> <ul style="list-style-type: none"> • Cleaning • Repairs • Servicing appliances <p>Remodeling and renovating a home</p> <ul style="list-style-type: none"> • Advantages and disadvantages • Process (planning, hiring professionals, do-it-yourself) • Attics, extensions and basements | <p>Read a simple plan for a home</p> <p>Critically evaluate the choice of different materials and types of components used when building, finishing-off, renovating and maintaining a home</p> <p>Critically evaluate the processes and methods used to build, finish-off, renovate, remodel and maintain a home</p> <p>Identify and repair, or employ a suitable professional to repair, common maintenance problems</p> <p>Decide whether to renovate, sell, buy or remodel a home</p> |
| <p>“Community” (COMM)</p> | <p>Components of a community</p> <ul style="list-style-type: none"> • Civic component (policemen, traffic officers, etc.) • Economic component (shops, garages, etc.) • Social component (schools, hospitals, etc.) <p>Interaction of the individual and/or family with the community</p> <ul style="list-style-type: none"> • Roles of different people within the community • Neighbourhood and community facilities and services • Contribution of community to the well-being of the family | <p>Identify different components of the community</p> <p>Recognise the importance of the role that each component plays in establishing a desirable and stable community</p> <p>Interact with different components of a community</p> <p>Communicate with people who represent different components of the community, verbally and in writing</p> <p>Participate as a member of the community, family and group within the community</p> <p>Explain how the community contributes to the well-being of the family</p> <p>Describe different aspects of culture that have an influence on housing</p> <p>Describe South African housing norms and traditions</p> <p>Identify and describe different forms of housing in different cultures</p> <p>Identify and classify different types of architecture</p> <p>Identify different styles of housing</p> <p>Identify and explain different social trends affecting housing</p> |
| <p>“Cultural Aspects of Housing” (CAH)</p> | <p>Cultural influence on housing</p> <ul style="list-style-type: none"> • Aspirations, preferences and housing satisfaction • South African housing norms and traditions • Ideologies expressed through housing (individualism vs. collectivism) • Aspects of culture (norms, values, symbols, sanctions, material culture, social structures, housing experience, reference group, social habits, life style, arts, religion) <p>Social trends affecting housing (mobility, family roles, fashion and taste, population trends, economic conditions, changing work patterns, energy conservation)</p> <p>Cultural heritage in housing</p> <ul style="list-style-type: none"> • Architecture • Styles (17th, 18th, 19th and 20th century styles) • Different housing forms used by different cultural groups (grass-oriented technology; wattle and daub construction) | <p>Explain how the community contributes to the well-being of the family</p> <p>Describe different aspects of culture that have an influence on housing</p> <p>Describe South African housing norms and traditions</p> <p>Identify and describe different forms of housing in different cultures</p> <p>Identify and classify different types of architecture</p> <p>Identify different styles of housing</p> <p>Identify and explain different social trends affecting housing</p> |

Table 5.3 (cont'd): The Knowledge and Skills Component of Each of the Housing Education and Training Core Concepts for the Senior Phase

| CONCEPT | KNOWLEDGE COMPONENT | SKILLS COMPONENT |
|--|--|---|
| <p>Environment” (ENV)</p> | <p>Description of housing Housing environments</p> <ul style="list-style-type: none"> • Types of housing environments (natural, constructed, behavioural) • Micro-environment (interior of a home, living zones within the home) • Meso-environment (neighbourhood; infrastructure and the community; the housing site) • Macro-environment (infrastructure, community facilities, housing industry) <p>Interaction of housing and the natural environment</p> <ul style="list-style-type: none"> • Services (energy supply, water supply and sanitation, wastewater management, stormwater management, solid waste management, telecommunication, emergency services) • Natural environment • Socio-economic and cultural environment • Improving the environment • Health and safety <p>Interaction of man and the natural environment</p> <ul style="list-style-type: none"> • Man-made and natural environment interdependence • Environmental perception, awareness and response • Location, regional and climatic influences <p>Interaction of man and the housing environment</p> <ul style="list-style-type: none"> • Impact/effect of housing constraints on individuals and families • Communication and interaction in the residential environment • Patterns of development / land-use planning | <p>Describe housing Describe the micro-, meso- and macro-environments Explain the interaction between housing and the environment Explain the interaction between man and the natural environment Explain the interaction between man and the housing environment</p> |
| <p>“Financial Aspects of Housing” (FAH)</p> | <p>Financial assistance provided for housing</p> <ul style="list-style-type: none"> • Sources of housing finance (financial institutions, Government, non-conventional financing) • Means of accessing housing finance • Organisations mobilising housing credit (NHFC, NURCHA, SHF) <p>Housing cost components (direct and indirect)</p> <ul style="list-style-type: none"> • Cost related to bond (deposit, bond installment, bond registration, inspection fees, levy commission, homeowner’s insurance policy, decreasing term life insurance policy and cancellation costs) • General costs (transfer duty, conveyancing costs, occupational interest, interest on capital, estate agent’s commission, rates and taxes) • Moving costs (telephone installation costs, water, electricity, miscellaneous costs) • Property and income taxation <p>Household budgets (monthly income and expenses, savings)</p> | <p>Describe different private and public housing delivery systems Explain how credit availability impacts on housing delivery and provision Identify and explain different types of state subsidies Compile a budget for a household, family or individual Manage personal and household finance according to a budget in a responsible manner Identify different sources of housing finance Explain how to access housing finance Spend money in a critical and thrifty manner</p> |

Table 5.3 (cont'd): The Knowledge and Skills Component of Each of the Housing Education and Training Core Concepts for the Senior Phase

| CONCEPT | KNOWLEDGE COMPONENT | SKILLS COMPONENT |
|---|--|---|
| <p>"Housing Consumerism" (HC)</p> | <p>Decision making</p> <ul style="list-style-type: none"> • Types of decisions (rational, spur-of-the-moment, habitual behaviour, central-satellite, chain decisions) • Resources needed for housing decision-making <p>Housing decision-making process</p> <ul style="list-style-type: none"> • Steps in the process (problem-issue, information, alternatives, consequences, decision-action, evaluation) • External factors affecting consumer decisions (economic system, political system, social system, ecological influence, technological influence) • Personal factors affecting consumer decisions (resources, lifecycle, values and goals, needs and wants) <p>Types of housing-related decisions</p> <ul style="list-style-type: none"> • Possessing (own or rent) • Financing (cash, subsidy, loan) • Building (land identification process; planning and developing the site) • Operating (furnish, maintain repair) • Replacing (sell, trade, abandon) • Adapting (remodel, refinish, redecorate) <p>Consumer protection (rights and responsibilities of occupants, neighbours, citizens, laws, assistance, consumer protection organisations)</p> <p>Consumer advocacy (assertiveness, representation, organisation)</p> | <p>Make housing-related decisions using the housing decision-making process</p> <p>Identify and explain the different factors influencing the housing decision-making process</p> <p>Identify different types of decisions</p> <p>Identify different types of housing-related decisions</p> <p>Identify and select resources needed for decision-making</p> <p>Describe the rights and responsibilities of a housing consumer</p> <p>Communicate verbally and in writing with regard to housing-related consumer matters</p> <p>Describe correct consumer behaviour when buying a house</p> <p>Access help regarding housing-related consumer matters</p> <p>Act as a responsible and informed housing consumer</p> |
| <p>"Housing Design and Decoration" (HDD)</p> | <p>Design and Decoration</p> <ul style="list-style-type: none"> • Elements of design (space, line, form, texture, colour) • Principles of design (proportion, scale, balance, rhythm, emphasis, unity, variety) • Characteristics of good design • Floor, window and wall coverings • Selecting lighting • Spatial design (grouping areas by function, i.e. quiet, work, social area; grouping for conservation; traffic patterns) • Functional design • Storage in a home <p>Furniture and appliances</p> <ul style="list-style-type: none"> • Selecting furniture (materials, construction) • Caring for furniture • Choosing major appliances (refrigerators, freezers, ranges, convection and microwave ovens, dishwashers) | <p>Apply the principles of design when decorating a home</p> <p>Apply the principles of functional design and spatial planning</p> <p>Critically evaluate the use of elements and principles of design in functional design and spatial planning</p> <p>Critically evaluate the interior and exterior design of a home</p> <p>Describe characteristics of different materials that can be used to decorate the interior and exterior of a home</p> <p>Select suitable materials for the decoration of the interior or exterior of a home</p> <p>Select and care for furniture and appliances in the home</p> |

Table 5.3 (cont'd): The Knowledge and Skills Component of Each of the Housing Education and Training Core Concepts for the Senior Phase

| CONCEPT | KNOWLEDGE COMPONENT | SKILLS COMPONENT |
|---|--|---|
| <p>"Housing Market" (HM)</p> | <p>Characteristics of the South African housing market (housing shortage, affordability, fragmented policy, lack of capacity, non-payment of loans and services, lack of end-user finance, availability of land, housing standards, provincial requirements, consumer experience, culture of building) Housing provision</p> <ul style="list-style-type: none"> • Phases (preparation, production, distribution, service) • Factors affecting price of housing (design, location, remodeling, taxes and assessments) • Housing supply and production levels • Private and public housing delivery systems • Credit availability • Regulation of product and process • Characteristics of housing that influence the housing market (tied to land, durability, bulkiness, expensive) <p>Sustainable development of low-cost housing</p> <ul style="list-style-type: none"> • Description of what is meant by sustainable development of low-cost housing • Principles (participation, transparency, flexibility, responsiveness, precautionary, choice, prevention, capacity building, concern for the future) | <p>Explain how the housing market works Make housing-related decisions based on an understanding of the South African housing market Interpret market trends and the effect on the housing market Explain the provision of housing Explain how low-income housing can be developed in a sustainable manner</p> |
| <p>"Housing Needs" (HN)</p> | <p>Satisfaction of human needs</p> <ul style="list-style-type: none"> • Primary needs vs. secondary needs • Maslow's hierarchy of needs (physiological needs, safety and security, love and belonging, self esteem, self actualisation) <p>Factors affecting housing needs</p> <ul style="list-style-type: none"> • Family lifecycle (young unmarried person, young married couple, developing family, expanded family, contracting family, "empty nest" stage, retired/aged persons) • Individual lifecycle (infancy, childhood, youth, adulthood, elderly) • Lifestyles (individualistic, influential, supportive, community, basic lifestyles) • Quality of life • Socioeconomic status (social class, educational level, occupation, income) • Special needs (handicapped, elderly) • Housing norms (space, tenure, structure, quality, neighbourhood, location) • Housing values (family cohesion, economy, aesthetics, prestige, leisure, physical health, mental health, comfort, equality and freedom) | <p>Identify housing needs Identify and describe the factors influencing housing needs Describe housing norms Describe housing values Describe how to satisfy housing needs of the individual, family or household by using available resources</p> |
| <p>"Housing Policy" (HP)</p> | <p>Housing policy in South Africa</p> <ul style="list-style-type: none"> • Strategies used to implement the South African housing policy • Organisations and partnerships supporting policy • Legislation supporting policy | <p>Describe the housing policy of South Africa Demonstrate an understanding of the impact of housing policy when making housing-related decisions Identify and describe the different organisations and partnerships that have been established to support housing policy in South Africa Describe the different laws that support the implementation of the housing policy in South Africa</p> |

Table 5.3 (cont'd): The Knowledge and Skills Component of Each of the Housing Education and Training Core Concepts for the Senior Phase

| CONCEPT | KNOWLEDGE COMPONENT | SKILLS COMPONENT |
|---|--|--|
| <p>“Legal Aspects of Housing” (LAH)</p> | <p>Types of legal documents and agreements</p> <ul style="list-style-type: none"> • Rental agreements (verbal and written agreements) • Contracts (mortgage, sale, mandates) • Deed <p>Legislation related to housing</p> | <p>Identify different types of legal documents and agreements used in housing</p> <p>Interpret the impact of a legal housing document on the individual, family and household</p> |
| <p>“Resource Management” (RM)</p> | <p>Resources</p> <ul style="list-style-type: none"> • Human (ability, knowledge, energy, time) • Financial (money, credit) • Natural and environmental (fuel, water, air, light) • Community • Housing as a resource • Classification of resources (human resources vs. non-human and renewable vs. non-renewable) <p>Managing resources</p> <ul style="list-style-type: none"> • Financial planning (obtaining financial resources, spending plan, borrowing, saving, investing, protecting, taxpaying) • Purchasing (shopping decisions, goods, services) • Conserving (diminishing resources, efficient use, resources substitution) <p>Role-players supporting National Housing Policy in South Africa (National, Provincial and Local Government, AML, Servcon Housing Solutions, NHBRC, Banks, Thubelisha homes, NHFC, NURCHA, SHF, Support Organisations, PHPT, Budget Management Committee, South African housing Development Board, NGOs, private sector, civil society)</p> | <p>Identify and describe different types of resources in the housing environment</p> <p>Demonstrate how to manage different housing-related resources efficiently and effectively</p> <p>Use resources to solve housing-related problems</p> |
| <p>“Role-Players in Housing” (RP)</p> | <p>Role-players involved in different phases of housing provision</p> <ul style="list-style-type: none"> • Preparation (developers, land owners, lawyers, real estate brokers, architects, engineers, surveyor, planners, consultants) • Production (developers, lending institutions, contractors, sub-contractors, craftsmen, material manufacturers, material distributors, insurance companies, architects and engineers) • Distribution (developers, real estate brokers, lawyers, lending institutions) • Service (owner, maintenance, estate agents, insurance companies, utility companies, repairmen, craftsmen, lending institutions, contractors, sub-contractors, material manufacturers, material distributors) <p>Sources of information</p> <ul style="list-style-type: none"> • Word of mouth • Media (television, radio, newspapers, journals, magazines, internet) <p>Types of information</p> <ul style="list-style-type: none"> • Financial information • Legal information • Consumer information related to housing | <p>Identify role-players and describe their contribution to the housing process</p> <p>Communicate with different role-players in the housing process in South Africa</p> |
| <p>“Sources of Housing Information” (SHI)</p> | <p>Sources of information</p> <ul style="list-style-type: none"> • Word of mouth • Media (television, radio, newspapers, journals, magazines, internet) <p>Types of information</p> <ul style="list-style-type: none"> • Financial information • Legal information • Consumer information related to housing | <p>Access the different sources of housing information in an appropriate way</p> <p>Solve housing-related problems using information</p> <p>Communicate verbally and in writing in order to access housing-related information</p> <p>Use the computer to access information</p> |

Table 5.3 (cont'd): The Knowledge and Skills Component of Each of the Housing Education and Training Core Concepts for the Senior Phase

| CONCEPT | KNOWLEDGE COMPONENT | SKILLS COMPONENT |
|--------------------------------|---|---|
| <p>“Tenure Options” (TO)</p> | <p>Renting a home</p> <ul style="list-style-type: none"> • Advantages (fixed costs, limited maintenance, mobility) • Rental agreements • Rights and responsibilities of tenants and landlords <p>Buying a home</p> <ul style="list-style-type: none"> • Affordability • Advantages (feeling of belonging, independence, financial security, tax advantages) • New vs. old house (advantages and disadvantages) • Finding a home to buy (estate agents, inspecting houses, making an offer, obtaining financing, becoming a homeowner) • Steps in buying a home (agreement of sale; take an option on the property; property evaluation; securing a mortgage; foreclosure; closing costs; the title and deed; insurance; refinancing) • Rights and responsibilities • Types of ownership (sectional title, full title, share block scheme) | <p>List and explain different tenure options available in South Africa</p> <p>Identify and solve problems relating to different types of tenure options</p> <p>Demonstrate how to act as a responsible owner, landlord or tenant.</p> <p>Communicate verbally and in writing when identifying and solving problems related to different types of tenure</p> |
| <p>“Types of Housing” (TH)</p> | <p>Different classifications of housing</p> <ul style="list-style-type: none"> • According to size of household: <ul style="list-style-type: none"> • Single-family housing (prefabricated, custom-built, manufactured) • Multiple-family housing (rental apartments, duplex, town house, cooperative apartment, condominium) • According to density <ul style="list-style-type: none"> • High density (flats, hostels) • Medium density (cluster housing, group housing) • Low density (single standing dwellings) • According to culture <ul style="list-style-type: none"> • Modern • Traditional | <p>Classify different types of housing</p> <p>Identify different types of housing structures</p> <p>Demonstrate how to select form of housing that will satisfy the needs of an individual and/or family</p> |

Source: Sherwood, 1990: 5-14; 24, 30, 34-36, 143-147, 152-153, 162-163, 168-174, 179, 256-265, 275, 291-301, 314-329, 356-373, 381-391, 396, 459-473, 478-493, 498-503; Lewis, 1987: 12-29, 32-49, 55-64, 58-86, 92-112, 118-134, 285-289; Comran, 1982: 43-58, 339-362; MacGregor & MacDonaldd, 1997: 294-295; Snowman & Urquhart, 1998: 8-9, 11, 44, 73-143, 145); White, 1986: ; Vosloo, 1988: 253; Meyer, 1997: 150; Duncan, 1981: 36, 40-56; Swart, 1996: 252-256; DOH, 2000b(i): 10; DOH, 2000b(i): 2.

Learners in the **Foundation Phase** learn by making associations with familiar objects and people. Knowledge and skills that are included in this phase therefore need to refer to their immediate surroundings. The knowledge and skills component of the housing education and training concepts to be included in the Foundation Phase therefore refer to the familiar surroundings of the learner.

Reference is made to the learner's own home and how it is constructed in "Basic Housing Technology" (BHT). Components of the community with whom the learner has contact are used to reinforce the knowledge and skills included in "Community" (COMM). The learner uses their own home when mastering the knowledge and skills embedded in "Cultural Aspects of Housing" (CAH). "Environment" (ENV) uses the Foundation Phase learner's immediate surroundings to familiarise him/her with this concept. Personal finance is used to teach the learner knowledge and skills related to "Financial Aspects of Housing" (FAH). Processes that are used by the learner in this phase, to make purchasing decisions, are used to introduce the content embedded in "Housing Consumerism" (HC). Elements of design and characteristics of the learner's own home are used to introduce "Housing Design and Decoration" (HDD). The concepts "Housing Market" (HM), "Legal Aspects of Housing" (LAH), "Housing Policy" (HP) and "Role-Players in Housing" (RP) are more complex concepts that contain knowledge and skills that might be abstract to the learner. Table 5.1 therefore only includes the basic principles underlying these concepts. "Housing Needs" (HN) is one of the housing education and training core concepts that can easily be identified by the learners in this phase because they are able to share their own experiences regarding their own homes. Foundation Phase learners are also able to master some of the simpler content embedded in "Resource Management" (RM). Resources are used daily by these children and could therefore be easily included in their learning activities. Information is available in a variety of forms for Foundation Phase learners. Use of computers during this phase is commonplace in some schools, and could therefore also be introduced as a source of information when teaching the knowledge and skills related to "Sources of Housing Information" (SHI). Each learner lives in a home that is either owned or rented. The

mastering of the knowledge and skills contained in "Tenure Options" (TO) can therefore be related to their immediate context. These learners live in different types of housing and could therefore learn about "Types of Housing" (TH) by discussing and comparing their own homes.

The knowledge and skills included in the **Intermediate Phase** of the GET Band, complement that which is recommended for the Foundation Phase and is presented in Table 5.2. The learner's in this phase are able to think more abstractly and are therefore able to learn competencies that do not necessarily relate to their immediate environment. The housing education and training knowledge and skills included in this phase therefore refer to more abstract concepts, and include skills and knowledge that are sometimes removed from their immediate surroundings.

"Basic Housing Technology" (BHT) contains knowledge and skills that refer to the learner's surroundings. However, not all of these learners are familiar with the advantages and disadvantages of remodeling and renovating a home. "Community" (COMM) includes the different components of the community with whom these learners might have had some contact. "Cultural Aspects of Housing" (CAH) refers to knowledge and skills that also include architecture and housing styles. This content could be more difficult for the learner to master. "Environment" (ENV), with "Community" (COMM), refers to the home or micro-environment, the neighbourhood or meso-environment and the housing industry or macro-environment. Mastering of content pertaining to the meso- and/or macro-environment is more complex and, because it doesn't refer to the immediate environment, is also more abstract. Although Intermediate Phase learners might have had the experience of managing their own funds, they might not be aware of different subsidies that can be used to finance housing. This is more abstract knowledge contained in "Financial Aspects of Housing" (FAH). Decisions affecting the housing consumer are similar to decisions that an Intermediate Phase learner might have made. However, this type of decision is more complex in that a greater variety of factors influence the outcome of housing-related decisions. These factors are included in "Housing Consumerism" (HC). As with "Basic Housing Technology" (BHT), "Housing

Design and Decoration" (HDD) refers to the home and is a concept that can be taught using examples that are familiar to the learners in this phase. The basic principles mastered by the Foundation Phase learner are used by the Intermediate Phase learner to master the more complex concepts "Housing Market" (HM), "Housing Policy" (HP), "Legal Aspects of Housing" (LAH) and "Role-Players in Housing" (RP). However, the knowledge and skills contained in "Housing Needs" (HN) can be related to the learner's family and their housing needs. Everyday resources can be used to explain the knowledge and skills included in "Resource Management" (RM). The content of "Sources of Housing Information" (SHI) included in the Intermediate Phase refer specifically to housing and are contextualised to meet the objective of educating the learner to make informed and responsible housing-related decision. "Tenure Options" (TO) includes knowledge and skills that are required by the learner when making informed housing-related decisions. The classifications used in "Types of Housing" (TH) refer not only to familiar forms of housing, but also include unfamiliar, culture specific dwellings.

The knowledge and skills proposed for learners in the **Senior Phase** is contained in Table 5.3 and represents the complete body of knowledge embedded in the sixteen housing education and training core concepts. Learners completing this phase successfully might choose to discontinue their formal education and therefore need to have been exposed to the content of these concepts if they are to be equipped as informed and responsible housing consumers. Some of the content suggested for this phase is far removed from the daily lives of the learner and requires more complex cognitive skills to understand and master.

The knowledge and skills contained in each of the concepts for this phase is more detailed and specific to the housing environment. Learners mastering the content embedded in "Basic Housing Technology" (BHT) will be able to make innovative decisions regarding the way in which their homes are utilised. The skills included in "Community" (COMM) will equip the learner as an active member of the community who is able to communicate with different components of the community in a confident

manner. A learner mastering "Cultural Aspects of Housing" (CAH) will not only be more aware of how his/her housing differs from other cultural groups, but will also appreciate the differences. The interaction of man and the natural and man-made environment is contained in "Environment" (ENV). The competencies gained through this concept will equip the learner with an understanding of the role that housing plays in his/her quality of life. The knowledge contained in "Financial Aspects of Housing" (FAH) is very detailed and essential to an individual when buying a home. The housing decision-making process and types of housing-related decisions contained in "Housing Consumerism" (HC) are decisions that the learner will make one day when acquiring a home. Some of this knowledge is very abstract and might seem irrelevant to the Senior Phase learner until s/he needs to make an informed and responsible housing-related decisions. The skills required by the learner when mastering "Housing Design and Decoration" (HDD) will equip the learner to be able to critically evaluate the design and decoration of the interior and exterior of a home. Housing-provision and the sustainable development of low-cost housing is included in this phase as knowledge embedded in "Housing Market" (HM). An understanding of the dynamics of the processes contained in this concept will assist the learner when having to purchase or rent his/her own home. Although "Housing Needs" (HN) are needs that the learner in the Foundation and Intermediate Phase could identify with, learners in the Senior Phase are expected to master more specific knowledge and skills in this phase.

The knowledge and skills contained in "Housing Policy" (HP), "Legal Aspects of Housing" (LAH) and "Role-Players in Housing" (RP) are included in their entirety in the Senior Phase. Although these concepts contain complex and very abstract content, it is vital that the learner be made aware of the significance of a National Housing Policy, as well as the seriousness of different types of agreements and contracts. Mention is made of the legislation supporting housing policy in South Africa, however, it is vital to note that learners in the GET Band are not required to master the content of the different Acts, or even to be familiar with all the different Acts applicable to the housing environment. The emphasis in this Band lies on a working knowledge of selected Acts pertinent to the making of informed and responsible housing-related decisions. "Sources of Housing

Information" (SHI) includes the different types of information required by a housing consumer when making housing-related decisions. The learner in this phase is expected to know all about renting and buying a home, and this is included in "Tenure Options" (TO). The knowledge and skills included in the Intermediate Phase for "Types of Housing" (TH) is reinforced in the Senior Phase by making use of more complex examples in the Learning Programmes.

The attitudes and values embedded in each of the sixteen housing education and training core concepts are presented in Table 5.4. Whereas the knowledge and skills component varies in complexity for each of the phases, this is not true of the values and attitudes. The same values and attitudes therefore need to be nurtured throughout the three phases of the GET Band.

Table 5.4: The Values and Attitudes embedded in Each of the Housing Education and Training Core Concepts for the Foundation, Intermediate and Senior Phases

| CONCEPT | ATTITUDES | VALUES |
|-------------------------------------|---|--|
| "Basic Housing Technology" (BHT) | Self help Pro-active Consistent Conscientious Respect for others and their property | Aesthetics Economy Pride Self respect Innovation Entrepreneurship Accuracy Neatness |
| "Community" (COMM) | Respect for one self and the rights and opinions of others Respect for your property and the property of others Responsibility toward the environment | Stability Belonging Co-operation Teamship Honour Honesty Sincerity |
| "Cultural Aspects of Housing" (CAH) | Respect the expression of different cultures though housing Appreciate cultural difference in housing | Cultural heritage Prestige Individualism Collectivism |

Table 5.4 (cont'd): The Values and Attitudes embedded in Each of the Housing Education and Training Core Concepts for the Foundation, Intermediate and Senior Phases

| | | |
|---|---|---|
| <p>“Environment” (ENV)</p> | <p>Appreciate how the micro-, meso- and macro-environment influence housing Appreciate the impact the different types of housing environments have on each other and on the individual, family and household</p> | <p>Conservation Physical health Mental health</p> |
| <p>“Financial Aspects of Housing” (FAH)</p> | <p>Appreciate the value of money Appreciate that money is expendable</p> | <p>Economy Thrift Honesty Responsibility</p> |
| <p>“Housing Consumerism” (HC)</p> | <p>Be an honest consumer Act responsibly as a consumer Appreciate the importance of upholding consumer rights Be alert and assertive</p> | <p>Honesty Responsibility</p> |
| <p>“Housing Design and Decoration” (HDD)</p> | <p>Appreciate the appropriate use of the elements and principles of design in housing Enjoy the satisfaction of combining different materials and fabrics to create an atmosphere or style Enjoy the satisfaction of combining elements of design in a creative and appropriate way</p> | <p>Economy Aesthetics Mental health Physical health</p> |
| <p>“Housing Market” (HM)</p> | <p>Appreciate the economic contribution of housing in South Africa Appreciate home ownership and its contribution to the South African economy Willing to participate in processes related to the provision of housing Develop a sense of community</p> | <p>Economy Entrepreneurship</p> |
| <p>“Housing Needs” (HN)</p> | <p>Appreciate how the different needs of different individuals can be satisfied through housing Appreciate the implications of not being able to satisfy housing needs</p> | <p>Family cohesion, economy, aesthetics, prestige, leisure, physical health, mental health, comfort, equality and freedom</p> |
| <p>“Housing Policy” (HP)</p> | <p>Appreciate the importance of housing policy in providing individuals and families with equal access to housing Appreciate the importance of using policy to meet housing needs through redress</p> | <p>Equality Redress</p> |
| <p>“Legal Aspects of Housing” (LAH)</p> | <p>Appreciate the commitment made when entering a legal transaction</p> | <p>Honesty Sincerity Awareness</p> |

Table 5.4 (cont'd): The Values and Attitudes embedded in Each of the Housing Education and Training Core Concepts for the Foundation, Intermediate and Senior Phases

| | | |
|---|--|--|
| “Resource Management” (RM) | Appreciate that resources are limited Appreciate that resources are renewable Take responsibility for the conservation of resources | Responsibility Economy Conservation |
| “Role-Players in Housing” (RP) | Respect for the opinions and views of others Confidence in one's own opinions and views Appreciate the importance of being involved in the housing process because of the impact on the individual, family and household | Equality Honesty |
| “Sources of Housing Information” (SHI) | Appreciate the written word Be eager to learn new information Be attentive to detail that is provided by different sources Initiate the search for housing-related information | Honesty Creativity Resourcefulness Innovativeness |
| “Tenure Options” (TO) | Willingness and eagerness to find out about alternative tenure options | Honesty Forthrightness Curiosity |
| “7Types of Housing” (TH) | Eager to try out alternative types of housing Respect for the property of others Willingness to share in a fair and amiable manner Be house-proud | Honesty Integrity |

Conceptual progression is specific to the content and skills component of the housing education and training core concepts. Whereas, the attitudes and values are nurtured and re-enforced throughout the phases of the GET Band.

5.3 OUTCOMES FOR THE HOUSING EDUCATION AND TRAINING CORE CONCEPTS

Outcomes can now be formulated for each of the concepts using the knowledge, skills, attitudes and values presented in the previous section. The Specific Outcomes that can be used in Curriculum 2005 to achieve these outcomes are also presented in this section and are discussed for each of the sixteen housing education and training core concepts. This information will be used in Chapter Six to design an example of a Learning Programme for each of the different phases of the GET Band.

5.3.1 Basic Housing Technology (BHT)

As described in Chapter Four the housing education and training core concept, "Basic Housing Technology" (BHT) includes knowledge of the basic skills an individual or family needs in order to be able to make informed decisions regarding the planning, building, finishing off, renovation and maintenance of a home.

When this description is studied, together with the knowledge, skills, attitudes and values presented in the previous section, then it becomes apparent that once the housing education and training core concept "Basic Housing Technology" (BHT) has been mastered, the learner will be able to:

1. Design and draw a plan for a home
2. Evaluate the building processes used to build and renovate a home
3. Select and describe materials that are used to build, renovate and finish-off a home
4. Describe the different components and systems used to finish-off a home

Range: fireplaces and stove, heating, cooling and ventilation systems, electric wiring, plumbing, fixtures, sewage disposal, storage, lighting

5. Describe how to renovate a home
6. Describe how to maintain and clean a home

The defining of these outcomes enables one to relate them to the different Learning Areas that contain Specific Outcomes pertaining to the content of this housing education and training core concept. Table 5.5 presents the way in which the different Learning Areas relate to the adapted learning outcomes for this housing education and training core concept.

Making and negotiating meaning are skills needed by a learner when describing content. These competencies are included in Language, Literacy and Communication (LLC). These same competencies are required when demonstrating competence against the outcomes for "Basic Housing Technology" (BHT).

Table 5.5: Learning Areas and Specific Outcomes related to the Outcomes of "Basic Housing Technology" (BHT)

| Housing Education And Training Core Concept Outcomes | Learning Areas | | | | | | | |
|---|--------------------|-----|-----|-------|----|----|-----|----|
| | LLC | HSS | T | MLMMS | NS | AC | EMS | LO |
| | Specific Outcomes* | | | | | | | |
| 1. Design and draw a plan for a home | | | | 5,7,9 | | | | |
| 2. Evaluate the building processes used to build and renovate a home | | | 1,4 | | | | | |
| 3. Select and describe materials that are used to build, renovate and finish-off a home | 1,4,7 | | 4 | | | | | |
| 4. Describe the different components and systems used to finish-off a home <u>Range:</u> fireplaces and stove, heating, cooling and ventilation systems, electric wiring, plumbing, fixtures, sewage disposal, storage, lighting | 1,4,7 | | 4,6 | | | | | |
| 5. Describe how to renovate a home | 1,4,7 | | 1,4 | 5,7,9 | | | | |
| 6. Describe how to maintain and clean a home | 1,4,7 | | 1 | | | | | |

LLC = Language, Literacy and Communication; HSS = Human and Social Sciences; T = Technology; MLMMS = Mathematical Literacy, Mathematics and Mathematical Sciences, NS = Natural Sciences; AC = Arts and Culture; EMS = Economic and Management Sciences; LO = Life Orientation

**See Table 1.1 in Chapter One*

The competencies acquired through Technology (T) would equip the learner to use technological processes to solve problems, and enable him/her to select and evaluate products used in building, renovating, remodeling, maintaining or finishing-off a home.

For a learner to be able to design and draw a plan for a house, s/he will need to be able to take measurements and use shapes and space to describe what they would like the

individual and/or family to experience. These skills are embedded in Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS).

5.3.2 Community (COMM)

The housing education and training core concept "Community" (COMM) is described in Chapter Four as "the way in which the civic, social and economic components of the community interact, and the role each of these components play when housing consumers acquire, adapt and maintain their own homes". The civic component includes the people in the community that enforce law and order, such as policemen and firemen. The economic component includes the people of the community that generate income, such as shopkeepers and service providers, such as bus drivers. The social component of a community are those people that see to the well-being of the community and include social workers, ministers and teachers.

After mastering this concept, the learner will be able to:

1. Identify and describe the civic, social and economic components of a community
2. Discuss the interaction of the individual and/or family with the civic, social and economic components of a community
3. Explain the contribution of the community to the well-being of the family
4. Describe neighbourhood and community facilities and services
5. Participate in community activities

Table 5.6 presents the different Learning Areas and related Specific Outcomes that contain content relevant to the mastering of the outcomes for the housing education and training core concept "Community" (COMM).

Table 5.6: Learning Areas and Specific Outcomes related to the Outcomes of “Community” (COMM)

| Housing Education And Training Core Concept Outcomes | Learning Areas | | | | | | | |
|--|--------------------|-------|---|-------|----|-----|-----|-------|
| | LLC | HSS | T | MLMMS | NS | AC | EMS | LO |
| | Specific Outcomes* | | | | | | | |
| 1. Identify and describe the civic, social and economic components of a community | 1,4,7 | | | | | | 2,7 | |
| 2. Discuss the interaction of the individual and/or family with the civic, social and economic components of a community | 1,4,7 | 1,2,3 | | | | 4 | 2,7 | |
| 3. Explain the contribution of the community to the well-being of the family | 1,4,7 | | | | | 4,6 | | 2,3,7 |
| 4. Describe neighbourhood and community facilities and services | 1,4,7 | | | | | | | |
| 5. Participate in community activities | | 3 | | | | 6 | 7 | 2,3,7 |

LLC = Language, Literacy and Communication; HSS = Human and Social Sciences; T = Technology; MLMMS = Mathematical Literacy, Mathematics and Mathematical Sciences, NS = Natural Sciences; AC = Arts and Culture; EMS = Economic and Management Sciences; LO = Life Orientation

*See Table 1.1 in Chapter One

In order to understand, access and communicate effectively with the community, an individual, family or household needs to master communication skills as contained in the Learning Area Language, Literacy and Communication (LLC). In South African communities communication is further complicated by the variety of languages spoken within a specific community. Multi-lingualism is therefore a major resource accessed through this Learning Area (DOE, 1997b: 22).

Human and Social Sciences (HSS) is the one Learning Area that specifically studies the relationship between people and between people and the environment in which they live (DOE, 1997b: 46). Communities are formed because of the relationships between

people. The learner therefore has to be aware of the dynamics that lead to relationships between people and the social skills that are needed to maintain such relationships.

Arts and Culture (AC) seeks to heighten the learners' awareness and understanding of the social and physical environment in which he or she lives (DOE, 1997b: 167). Sensitivity toward the cultural practices within a community would encourage the building of a sense of community. An example of this would be the tradition in some cultures of keeping Sunday as a holy day. Considerate neighbours would show their sensitivity towards this tradition by observing silence for that day.

Economic and Management Sciences (EMS) equips the learner with skills and knowledge needed to contribute to sustainable economic growth within the community (DOE, 1997b: 194). Background and knowledge of South Africa as well as the knowledge and comprehension of economic and management skills are included in order to realise the Specific Outcomes of this Learning Area (DOE, 1997b: 194). Families that are aware of their role in the economy of the country, would also be aware of their contribution toward the economic component of a community. Buying groceries at the local shopping centre as well as providing financial support to other local businesses, contributes to the growth and development of the economic component of the community. This would also support the growth and the development of a stable and desirable community.

Life skills that are mastered by the GET learner in Life Orientation (LO) empowers individuals, families or household to "live meaningful lives in a society that demands rapid transformation" (DOE, 1997b: 220). Rapid transformation contributes to the high mobility of families and causes families to relocate. These skills would help the families to cope with the stress of relocating and enable them to re-orientate themselves within another community,

5.3.3 Cultural Aspects of Housing (CAH)

“Cultural Aspects of Housing” (CAH) includes all the aspects of culture that influence the housing consumer when acquiring or keeping a home. It also includes the different forms of housing used in different cultures and the architecture in South African housing.

After mastering the housing education and training core concept “Cultural Aspects of Housing” (CAH), the learner will be able to:

1. Identify and explain the influence that culture has on housing preference and satisfaction
2. Explain the effect of social trends on housing
3. Identify and discuss the cultural housing heritage of different groups in South Africa

Although much of the content relating to the housing education and training core concept “Cultural Aspects of Housing” (CAH) is contained in the Learning Area **Arts and Culture (AC)**, Table 5.7 illustrates that certain aspects of this housing education and training core concept are also contained in the remaining seven Learning Areas.

Table 5.7 shows that in order to negotiate meaning and to use appropriate methods of communication in different cultural contexts, the learner needs to master the first and seventh Specific Outcomes of the Learning Area Language, Literacy and Communication (LLC) (DOE, 1997b: 23).

Human and Social Sciences (HSS) concerns itself with the way people interact with their environment and with other individuals (DOE, 1997b: 46). The housing environment also comprises a cultural dimension, thus influencing the way in which people interact with it.

Table 5.7: Learning Areas and Specific Outcomes related to the Outcomes of “Cultural Aspects of Housing” (CAH)

| Housing Education And Training Core Concept Outcomes | Learning Areas | | | | | | | |
|---|--------------------|-------------|------|-------|-----------|-----|-----|-----|
| | LLC | HSS | T | MLMMS | NS | AC | EMS | LO |
| | Specific Outcomes* | | | | | | | |
| 1. Identify and explain the influence that culture has on housing preference and satisfaction | 1,4, 7 | 1,2, 5, | 1,5, | | 4,6, 7 | 4 | | 3,7 |
| 2. Explain the effect of social trends on housing | 1,4, 7 | 1,2, 5,6 | 5 | | | 4,8 | | |
| 3. Identify and discuss the cultural heritage of different groups in South Africa | 1,4, 7 | 6 | 5 | | 4,7 | 4,6 | | |

LLC = Language, Literacy and Communication; HSS = Human and Social Sciences; T = Technology; MLMMS = Mathematical Literacy, Mathematics and Mathematical Sciences, NS = Natural Sciences; AC = Arts and Culture; EMS = Economic and Management Sciences; LO = Life Orientation

**See Table 1.1 in Chapter One*

The satisfying of housing needs within the kaleidoscope of cultures in South Africa often requires the marrying of different cultural aspects of housing. Specific Outcomes in Technology (T) that relate to the mastering and application of technological skills used when acquiring and keeping a home are therefore influenced by culture (DOE, 1997b: 84). Western use of bricks and mortar to build houses has resulted in this type of housing being more desirable. Traditional building methods are therefore seen as inferior and are therefore gradually becoming obsolete.

Theories and studies in the Natural Sciences (NS) are influenced by human activity which is also influenced by, amongst others, cultural settings (DOE, 1997b: 133). Specific Outcome no. 6 in this Learning Area investigates the relationship between science and culture. It could therefore also be used to focus on the design of houses and how it is influenced by different South African cultures.

Arts and Culture (AC) is the Learning Area that specifically addresses the different facets of culture. The Specific Outcomes to be mastered by the learner in this Learning Area are concerned with the "origin, functions and dynamic nature of culture" (DOE, 1997b: 171) as well as the use thereof to make an economic contribution toward his/her own housing situation and society in general. Historically marginalised cultural forms and practices are also included in the skills to be mastered (DOE, 1997b: 171). This includes the study of architecture and vernaculars used by the many cultural groups within the South African community.

The dynamic nature of the cultural aspects of housing as well as the way it influences the interaction of individuals with each other and with their environment requires that the individual acquire certain interpersonal skills. Such skills are mastered in the Learning Area Life Orientation (LO) (DOE, 1997b: 220). Sensitivity towards their own culture as well as towards the culture of others and a respect for the beliefs and values of others is part of the focus of this Learning Area (DOE, 1997b: 222).

5.3.4 Environment (ENV)

The housing education and training core concept "Environment" (ENV) is described as the interaction of the micro-, meso- and macro-environment with the individual and/or family and the interaction of the individual and/or family with the micro-, meso- and macro-environment. The micro-environment refers to the immediate environment or environment within the home; the meso-environment refers to the surrounding environment, outside the home, such as the neighbourhood and the macro-environment refers to the global environment that indirectly affects the micro- and meso-environment in which the individual and/or family live.

After mastering the housing education and training core concept "Environment" (ENV), the learner will be able to:

1. Describe the housing environment
2. Differentiate between the micro-, meso- and macro-environments

3. Explain the interaction between the housing environment and the natural environment
4. Explain the interaction between man and the natural environment
5. Explain the interaction between man and housing

Table 5.8 presents the way in which the housing education and training core concept outcomes are related to seven of the eight Learning Areas.

Table 5.8: Learning Areas and Specific Outcomes related to the Outcomes of “Environment” (ENV)

| Housing Education And Training Core Concept Outcomes | Learning Areas | | | | | | | |
|--|--------------------|---------|-----|-------|---------|----|-------|---------|
| | LLC | HSS | T | MLMMS | NS | AC | EMS | LO |
| | Specific Outcomes* | | | | | | | |
| 1. Describe the housing environment | 1,4,7 | 1,5 | 5,6 | | 4,5,9 | | 2,5 | |
| 2. Differentiate between the micro-, meso- and macro-environments | 1,4,7 | 6,7 | 5,6 | | | | | |
| 3. Explain the interaction between the housing environment and the natural environment | 1,4,7 | 4,5, | 5,6 | 6 | 3,4,5,9 | | 8 | |
| 4. Explain the interaction between man and the natural environment | 1,4,7 | 4,5,6,7 | 6 | 6 | 3,4,5,9 | | 2 | |
| 5. Explain the interaction between man and housing | 1,4,7 | 4,5, | 5,6 | 6 | 9 | | 2,3,5 | 2,3,4,7 |

LLC = Language, Literacy and Communication; HSS = Human and Social Sciences; T = Technology; MLMMS = Mathematical Literacy, Mathematics and Mathematical Sciences, NS = Natural Sciences; AC = Arts and Culture; EMS = Economic and Management Sciences; LO = Life Orientation

*See Table 1.1 in Chapter One

Keeping up to date with what is happening in the macro-environment can only be done if the learner is able to access information by, for instance, reading the newspaper and listening to the news. Changes in the meso-environment are usually announced through media such as local newspapers and letters from the local municipality. Consumers need to be able to read and interpret information presented to them in this form. Changes at micro-level need to be observed by the individual, family or household. These skills can

be acquired through the mastering of the Specific Outcomes, as identified in Table 5.8, in Language, Literacy and Communication (LLC) (DOE, 1997b: 25).

Human and Social Sciences (HSS) equips the learner with the skills necessary when the learner develops, utilises or manages certain resources within the environment (DOE, 1997b: 46). A municipality might have to place restrictions on the water used for irrigating the garden, thus affecting the beauty of the meso-environment, namely the neighbourhood and gardens. Incorrect disposal of waste, such as the discarding of oil in washbasins, might cause blockages and result in unpleasant smells in the micro-environment.

The technological processes mastered in Technology (T) equip the learner with the understanding of the impact of technology on the environment, as well as the skill of using technology discerningly in different environments (DOE, 1997b: 84). For instance, the building of a road might affect the noise level experienced by a family in their home, thus influencing the pleasantness of their meso-environment. The position of electric pylons in a neighbourhood increases the electromagnetic fields in the neighbourhood and could affect the general well-being of inhabitants (Pearson, 1989: 70).

Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS) equips the learner with the confidence to apply certain mathematical principles within a variety of contexts (DOE, 1997b: 109). These skills are required in order to apply certain mathematical principles in the dynamic micro-, meso- and macro-environments of housing. Ergonomic principles used in spatial design of housing require the application of certain mathematical principles. This would affect the satisfaction that the individual feels within the micro-environment for instance, because of the comfortable height of the zinc.

Skills to facilitate the responsible use of resources within the micro-, meso- and macro-environment are mastered in the Natural Sciences (NS) (DOE, 1997b: 134). Learners also study the interaction between the natural sciences and socio-economic development

within these different environments (DOE, 1997b: 134). The way in which sunlight is used to enhance the appeal of the micro-environment or the use of water features to create a relaxing atmosphere in the garden, which is part of the meso-environment, are examples of this.

Another facet of the housing environment is the economy. The Learning Area Economic and Management Sciences (EMS) facilitates the acquisition of knowledge regarding the housing consumer's role in the economy and the contribution it could make to economic growth and development (DOE, 1997b: 194). For instance, a consumer that owns his/her home would be more willing to spend money on the upgrading of the house, thus contributing toward the growth of the economy.

In order to interact with the environment at different levels, the learner needs to master certain competencies included in the Learning Area Life Orientation (LO). These include the ability to make decisions and to display attitudes that will enhance relationships within the family, household and community (DOE, 1997b: 222). Life skills acquired by the learner in this Learning Area include the skills required by an individual, family or household when coping with crowding and stress caused by the physical environment.

5.3.5 Financial Aspects of Housing (FAH)

“Financial Aspects of Housing” (FAH) includes affordability of housing, different sources of housing finance, different types of housing finance, different ways of obtaining housing finance and financial responsibilities of the housing consumer once the financial commitment has been made.

Once the housing education and training core concept “Financial Aspects of Housing” (FAH) has been mastered, the learner will be able to:

1. Determine the affordability of housing to the individual and/or family
2. Identify and explain the direct and indirect costs related to renovating, maintaining, moving, buying or renting a home
3. Develop and use a budget to manage the household's finances

4. Identify and access sources of housing finance

The way in which the different Learning Areas relate to the different housing education and training core concept outcomes are presented in Table 5.9.

Table 5.9: Learning Areas and Specific Outcomes related to the Outcomes for “Financial Aspects of Housing” (FAH)

| Housing Education And Training Core Concept Outcomes | Learning Areas | | | | | | | |
|--|--------------------|-----|---|-----------|----|----|---------------------|-----|
| | LLC | HSS | T | MLMMS | NS | AC | EMS | LO |
| | Specific Outcomes* | | | | | | | |
| 1. Determine the affordability of housing to the individual and/or family | 1,4, 7 | | | | | | 5,7 | |
| 2. Identify and explain the direct and indirect costs related to renovating, maintaining, moving, buying or renting a home | 1,4, 7 | 5 | | 1,2, 6 | | | 2, | |
| 3. Develop and use a budget to manage the household’s finances | | 4, | | 1,2, 6 | * | | 1,2, 4,5, 7,8 | 5,7 |
| 4. Identify and access sources of housing finance | 1,4, 7 | | | | | | 1,2 | 5 |

LLC = Language, Literacy and Communication; HSS = Human and Social Sciences; T = Technology; MLMMS = Mathematical Literacy, Mathematics and Mathematical Sciences; NS = Natural Sciences; AC = Arts and Culture; EMS = Economic and Management Sciences; LO = Life Orientation

*See Table 1.1 in Chapter One

Communication skills are necessary for the potential housing consumer to be able to discuss, negotiate and make decisions regarding housing finance and other financial matters related to housing. Language, Literacy and Communication (LLC) contains Specific Outcomes aimed at providing the learner with the opportunity to gain competence in these skills (DOE, 1997b: 22).

Human and Social Sciences (HSS) contains Specific Outcomes aimed at equipping the learner with skills regarding the responsible and effective use of resources, including financial resources (DOE, 1997b: 46). The development and management of a budget could be included in methods that are used to effectively manage resources.

Mastering certain mathematical skills is essential when working with budgets and financial resources and are included in Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS) (DOE, 1997b: 108 - 109). A housing consumer would need to be able to develop, implement and manage a budget by making calculations that include the impact of interest rates on bond repayments.

Most of the skills that need to be mastered and the knowledge that needs to be gained regarding the financial aspects of housing, are included in the Learning Area Economic and Management Sciences (EMS). The ability to manage financial resources through budgeting as well as the understanding of certain financial terminology and principles are all competencies gained through the eight Specific Outcomes defined for this Learning Area (DOE, 1997b: 194).

The Specific Outcomes for Life Orientation (LO) identified in Table 5.9 relate to interpersonal skills and the ability of the learner to communicate with others regarding financial aspects of housing (DOE, 1997b: 220). The management and administering of a budget could be included as a life skill in this Learning Area.

5.3.6 Housing Consumerism (HC)

“Housing Consumerism” (HC) includes the rights and responsibilities of the housing consumer; the behaviour of the housing consumer when acquiring and keeping a home (including the housing decision-making process) and protection provided to the housing consumer.

Once the housing education and training core concept "Housing Consumerism" (HC) has been mastered, the learner will be able to:

1. Use the housing decision-making process to make housing-related decisions by determining which resources are available in the home
2. Explain the rights and responsibilities of a housing consumer
3. Demonstrate how to act as an informed and responsible housing consumer when making housing-related decisions
4. Identify and describe different organisations and mechanisms that are established in order to protect the housing consumer

Table 5.10 shows how each of the eight Learning Area contain Specific Outcomes pertaining to the housing education and training core concept "Housing Consumerism" (HC).

The ability of the housing consumer to approach individuals or organisations in a suitable manner are skills mastered by the learner in the Learning Area Language, Literacy and Communication (LLC) (DOE, 1997b: 23). A consumer needs to be able to express his/her rights and fulfil his/her responsibilities by communicating with people and with organisations.

The informed and responsible housing consumer also needs to master skills related to the development, utilisation and management of resources such as money, knowledge and time. The Specific Outcomes in Human and Social Sciences (HSS) are aimed at equipping the learner with such skills (DOE, 1997b: 46).

The ability to evaluate and select a housing-related product is part of the housing decision-making process. The technological skills and knowledge included in the Learning Area Technology (T) equip the learner to make informed and responsible decisions through the selection and evaluation of products and systems (DOE, 1997b: 84).

Table 5.10: Learning Areas and Specific Outcomes related to the Outcomes of “Housing Consumerism” (HC)

| Housing Education and Training Core Concept Outcomes | Learning Areas | | | | | | | |
|---|--------------------|-----|---|-------|----|----|-----|-----------|
| | LLC | HSS | T | MLMMS | NS | AC | EMS | LO |
| | Specific Outcomes* | | | | | | | |
| 1. Use the housing decision-making process to make housing-related decisions by determining which resources are available in the home | | 4 | 1 | 6 | 5 | | 7 | 5 |
| 2. Explain the rights and responsibilities of a housing consumer | 1,4, 7 | 3,4 | | | | | | 5 |
| 3. Demonstrate how to act as an informed and responsible housing consumer when making housing-related decisions | 1,4, 7 | | | | | | | 1,5, 8 |
| 4. Identify and describe different organisations and mechanisms that are established in order to protect the housing consumer | 1,4, 7 | 3 | | | | | | |

LLC = Language, Literacy and Communication; HSS = Human and Social Sciences; T = Technology; MLMMS = Mathematical Literacy, Mathematics and Mathematical Sciences, NS = Natural Sciences; AC = Arts and Culture; EMS = Economic and Management Sciences; LO = Life Orientation

**See Table 1.1 in Chapter One*

The use of data from various contexts is a skill required by the consumer when making housing-related decisions. This competence is included in Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS) (DOE, 1997b: 110).

Further to the technological understanding of certain housing-related products and systems, the learner needs to be able to use scientific knowledge and skills to make informed choices. This Specific Outcome is included in the Natural Sciences (NS) (DOE, 1997b: 134).

The decisions made by the housing consumer impact on the economic growth and development in South Africa. An awareness of the impact is nurtured in Economic and Management Sciences (EMS) (1997b: 194).

The mastering of the skills defined by the Specific Outcomes identified in Table 5.10 for Life Orientation (LO) are general skills required by the potential housing consumer when making informed and responsible housing-related decisions (DOE, 1997b: 222). These skills include decision-making and the maintaining of a healthy and balanced lifestyle.

5.3.7 Housing Design and Decoration (HDD)

"Housing Design and Decoration" (HDD) includes the various components and materials used in the design and decoration of the interior and exterior of a home. It includes the functional design and spatial planning of the interior and exterior of the home.

After mastering the housing education and training core concept "Housing Design and Decoration" (HDD), the learner will be able to:

1. Use the elements and principles of design to design and decorate a home
2. Select and care for appliances and furniture in the home
3. Identify and describe different floor, window and wall coverings for the design and decoration of the interior and exterior of a home
4. Identify and describe suitable materials for the design and decoration of the interior and exterior of a home
5. Critically evaluate the spatial design of the interior of a home
6. Critically evaluate the functional design of furniture, appliances and equipment in the home

Table 5.11 presents the different Learning Areas and appropriate Specific Outcomes related to the housing education and training core concept outcomes for "Housing Design and Decoration" (HDD).

Table 5.11: Learning Areas and Specific Outcomes related to the Outcomes of “Housing Design and Decoration” (HDD)

| Housing Education and Training Core Concept Outcomes | Learning Areas | | | | | | | |
|--|--------------------|-----|-----|-------|----|-------|-----|----|
| | LLC | HSS | T | MLMMS | NS | AC | EMS | LO |
| | Specific Outcomes* | | | | | | | |
| 1. Use the elements and principles of design to design and decorate a home | | | | | | 1,3,6 | | |
| 2. Select and care for appliances and furniture in the home | | 4 | 4,6 | | | | 5 | 5 |
| 3. Identify and describe different floor, window and wall coverings for the design and decoration of the interior and exterior of a home | 1,4,7 | 4 | | 5 | | 1,6 | 5 | 5 |
| 4. Identify and describe suitable materials for the design and decoration of the interior and exterior of a home | 1,4,7 | 4 | 4 | | | 1,6 | 5 | 5 |
| 5. Critically evaluate the spatial design of the interior of a home | | 4 | | 5,6 | | 1 | | 5 |
| 6. Critically evaluate the functional design of furniture, appliances and equipment in the home | | 4 | | 5,6 | | 1 | | 5 |

LLC = Language, Literacy and Communication; HSS = Human and Social Sciences; T = Technology; MLMMS = Mathematical Literacy, Mathematics and Mathematical Sciences, NS = Natural Sciences; AC = Arts and Culture; EMS = Economic and Management Sciences; LO = Life Orientation

**See Table 1.1 in Chapter One*

The designing and decoration of the interior and exterior of a home is communicated in a variety of ways. A consumer could, for example, need to explain what style s/he would like to use to decorate the interior of their home. The ability to communicate verbally in this context, is a skill that the learner would master in Language, Literacy and Communication (LLC) (DOE, 1997b: 23).

The learner is also expected to be able to communicate using floor plans that include certain symbols. The latter is addressed in the Specific Outcomes of Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS) (DOE, 1997b: 109–110).

The ability to use resources judiciously when designing and decorating the interior and exterior of a home is a skill mastered in Human and Social Sciences (HSS) (DOE, 1997b: 46) as well as Life Orientation (LO) (DOE, 1997b: 222). The use of professionals such as interior designers when designing the interior of a home could be expensive. The consumer would need to decide how much money is available for the interior design and then either consult with a professional, or apply their own knowledge and skills gained through the two Learning Areas, to decorate their home.

Part of the planning process for the decoration of the interior and exterior of a home involves the making of well-considered decisions. The skills necessary to make financial decisions by analysing financial information, such as a budget, are contained in Economic and Management Sciences (EMS) (DOE, 1997b: 194). Whereas, the making of decisions and the effective management of human movement through careful spatial design are skills and knowledge contained in Life Orientation (LO) (DOE, 1997b: 222). The ability to take measurements with confidence, is a skill acquired in Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS) (DOE, 1997b: 109). The ability to select and evaluate products and systems, such as an irrigation or alarm system, is acquired through the Specific Outcomes included in Technology (T) (DOE, 1997b: 84).

Knowledge of the elements and principles of design essential to the mastering of this housing education and training core concept are included in the Learning Area Arts and Culture (AC) (DOE, 1997b: 171).

5.3.8 Housing Market (HM)

The housing education and training core concept "Housing Market"(HM) describes the economic role that housing plays in South Africa; the different phases included in the housing-provision cycle; the role-players that are included in the housing-provision cycle and the factors affecting the housing market.

When the housing education and training core concept "Housing Market"(HM) has been mastered, the learner will be able to:

1. Describe the characteristics of the South African housing market
2. Identify the role-players in the housing market
3. Identify and describe the different factors affecting the housing market

Table 5.12 shows how the housing education and training core concept outcomes for "Housing Market" (HM) are related to the different Learning Areas, also indicating which Specific Outcomes are appropriate in mastering these different outcomes.

A housing consumer will need to be able to communicate with different role-players during the housing-provision cycle. The ability to converse with different people in different contexts as well as the ability to understand what is being said, verbally or in writing, are skills included in Language, Literacy and Communication (LLC) (DOE, 1997b: 23).

Human and Social Sciences (HSS) focuses on investigating the changes in society, the development of sound judgement about the use of resources and the interrelationship between society and the natural environment (DOE, 1997b: 46). A housing consumer would need to acquire this knowledge and these skills in order to understand the changes that society is undergoing and how it impacts on the housing market. Housing-provision facilitates the development of sustainable environments by providing individuals, families or households with shelter and a place that they can make their own.

Table 5.12: Learning Areas and Specific Outcomes related to the Outcomes of "Housing Market "(HM)

| Housing Education and Training Core Concept Outcomes | Learning Areas | | | | | | | |
|---|--------------------|------|---|-------|----|----|-------|----|
| | LLC | HSS | T | MLMMS | NS | AC | EMS | LO |
| | Specific Outcomes* | | | | | | | |
| 1. Describe the characteristics of the South African housing market | 1,4,7 | 1,2, | | | | | 3,2,8 | |
| 2. Identify the role-players in the housing market | | 6,8 | | | | | | |
| 3. Identify and describe the different factors affecting the housing market | 1,4,7 | | | | 4 | | 3 | |

LLC = Language, Literacy and Communication; HSS = Human and Social Sciences; T = Technology; MLMMS = Mathematical Literacy, Mathematics and Mathematical Sciences, NS = Natural Sciences; AC = Arts and Culture; EMS = Economic and Management Sciences; LO = Life Orientation

**See Table 1.1 in Chapter One*

However, the building of houses impacts on the natural environment because of the vegetation that is cleared, soil that is removed and the resources, such as water, that is used and wasted during this process.

The ability to apply knowledge and skills to problems in innovative ways is one of the Specific Outcomes included in Natural Sciences (NS) (DOE, 1997b: 134). The housing consumer needs to be able to use his/her initiative when solving housing problems.

The housing market rests on the principle of supply and demand. This principle is included in the Learning Area Economic and Management Sciences (EMS) (DOE, 1997b: 194). Provision of housing through the People's Housing Process is an entrepreneurial activity about which could be learnt in this Learning Area. The ability to analyse economic and financial data in order to understand the workings of the housing market is another skill included in this Learning Area.

5.3.9 Housing Needs (HN)

“Housing Needs” (HN) includes the basic housing needs of the individual as well as the factors affecting housing needs of the consumer and the order in which these needs are satisfied.

Once the housing education and training core concept “Housing Needs” (HN) has been mastered, the learner will be able to:

1. Differentiate between the satisfaction of primary and secondary housing needs demonstrating a critical understanding of the order in which needs are satisfied
2. Identify and explain the different factors affecting housing needs

Table 5.13 presents the way in which the housing education and training core concept outcomes relate to the eight different Learning Areas.

Table 5.13: Learning Areas and Specific Outcomes related to the Outcomes of “Housing Needs” (HN)

| Housing Education and Training Core Concept Outcomes | Learning Areas | | | | | | | |
|---|--------------------|---------|---|-------|----|-----|-------|-----|
| | LLC | HSS | T | MLMMS | NS | AC | EMS | LO |
| | Specific Outcomes* | | | | | | | |
| 1. Differentiate between the satisfaction of primary and secondary housing needs demonstrating a critical understanding of the order in which needs are satisfied | | | 1 | | | 6,7 | | 5,7 |
| 2. Identify and explain the different factors affecting housing needs | 1,4,7 | 2,4,6,7 | 1 | | 9 | 4 | 2,5,7 | 5,7 |

LLC = Language, Literacy and Communication; HSS = Human and Social Sciences; T = Technology; MLMMS = Mathematical Literacy, Mathematics and Mathematical Sciences, NS = Natural Sciences; AC = Arts and Culture; EMS = Economic and Management Sciences; LO = Life Orientation

*See Table 1.1 in Chapter One

A consumer needs to be able to interpret the needs of the different members of the family or household. Housing needs can only be satisfied when the consumer expresses his/her dissatisfaction with the present housing situation. These skills of communication are included in Language, Literacy and Communication (LLC) (DOE, 1997b: 23).

The changes that have occurred in the South African political climate since 1994 have enabled more citizens to satisfy their needs through the acquisition of housing. The relationship between society and the natural environment is realised when housing needs are satisfied through the use of the natural environment and its resources. An example of this is when a consumer chooses to build or buy a house near the mountains so that s/he can pursue their passion for hiking. These skills are included in Human and Social Sciences (HSS) (DOE, 1997b: 46).

Technological processes can be harnessed to satisfy housing needs. Communities that are involved in building their own houses would value the ability to plan and design, develop and evaluate the methods and materials to be used. These are skills contained in the Learning Area Technology (T) (DOE, 1997b: 84).

The government has requested that communities use innovative means to help produce housing and to satisfy housing needs. The management, development and utilisation of resources such as sunlight and water when building a house can increase the level of satisfaction experienced by the consumer as well as increasing the quality of life of the dwellers. The choice of suitable land on which a house can be built could be simplified by using scientific processes to make decisions. These are competencies acquired by the GET learner in Natural Sciences (NS) (DOE, 1997b: 134).

Housing needs can also be satisfied when consumers are able to use their artistic ability to decorate the interior and exterior of their homes, as seen in the rural vernacular of many South African cultures. These entrepreneurial skills are mastered through the Specific Outcomes of Arts and Culture (AC) (DOE, 1997b: 171).

The entrepreneurial skills acquired in Economic and Management Sciences (EMS) teach the individual the importance of satisfying housing needs through consumption and production (DOE, 1997b: 197). Consumers need to be aware of the economic role that the satisfaction of housing needs plays. Squatters that do not own the property on which they live and are uncertain about how long they will be able to occupy their shacks are not interested in investing in their homes. The opposite is true for home owners, who invest money in the improvement and maintenance of their homes. Consumers also need to be aware that the greater the demand for housing, the higher the price of housing. The interrelationship between the economy and other environments is also investigated in this Learning Area. Consumers need to be aware of how their decision to buy or rent a home impacts on the economy of the country.

Life Orientation (LO) focuses on equipping GET learners with the ability to build and maintain relationships (DOE, 1997b: 222). The social need satisfied by housing can only be achieved if the learner is able to maintain and develop friendships and relationships within the community.

5.3.10 Housing Policy (HP)

“Housing Policy” (HP) includes the different housing policies made by the South African Government.

Once the housing education and training core concept “Housing Policy” (HP) has been mastered, the learner will be able to:

1. Discuss the housing policy in South Africa
2. Identify and describe the different organisations and partnerships supporting the implementation of the housing policy
3. Name and describe legislation that has been promulgated in support of the housing policy

The way in which the housing education and training outcomes for the concept “Housing Policy” (HP) relate to the different Learning Areas are presented in Table 5.14.

The housing consumer needs to understand housing policy and interpret the implications thereof in order to interact with the different role-players in housing. The skills required to be able to make and negotiate meaning and use appropriate communication strategies in specific situations, are contained in Language, Literacy and Communication (LLC) (DOE, 1997b: 23).

Human and Social Sciences (HSS) focuses on the changes in society and the impact on social development and the natural environment (DOE, 1997b: 46). The election of a new government in 1994 resulted in apartheid being abolished and housing being made accessible to all. These changes lead to economic growth and a stable economy in South Africa.

Table 5.14: Learning Areas and Specific Outcomes related to the Outcomes of “Housing Policy” (HP)

| Housing Education and Training Core Concept Outcomes | Learning Areas | | | | | | | |
|---|--------------------|-----------|---|-------|----|-----|-----|----|
| | LLC | HSS | T | MLMMS | NS | AC | EMS | LO |
| | Specific Outcomes* | | | | | | | |
| 1. Discuss the housing policy in South Africa | 1,4, 7 | 1,2, 3 | | | | 4,8 | | |
| 2. Identify and describe the different organisations and partnerships supporting the implementation of the housing policy | 1,4, 7 | 1,2, 8 | | | | | | |
| 3. Name and describe legislation that has been promulgated in support of the housing policy | 1,4, 7 | 1,2 | | | | | | |

LLC = Language, Literacy and Communication; HSS = Human and Social Sciences; T = Technology; MLMMS = Mathematical Literacy, Mathematics and Mathematical Sciences; NS = Natural Sciences; AC = Arts and Culture; EMS = Economic and Management Sciences; LO = Life Orientation

*See Table 1.1 in Chapter One

The South African housing policy is aimed at improving the housing conditions of all South African citizens. Aspects of the policy require that the housing consumer understands the origins of culture and its dynamic nature. For instance, the culture of building evident in some of the cultures in South Africa underpins the People's Housing Process. This process is one of the mechanisms included in the National Housing Policy to facilitate the building and upgrading of housing in some communities. The knowledge and skills required by the learner when mastering this concept are included in the Learning Area Arts and Culture (AC) (DOE, 1997b: 171).

5.3.11 Legal Aspects of Housing (LAH)

The housing education and training core concept "Legal Aspects of Housing" (LAH) describes the quotations, contracts and other legal transactions that a housing consumer would need to have a working knowledge when acquiring or keeping a home.

Once the housing education and training core concept "Legal Aspects of Housing" (LAH) is mastered, the learner will be able to:

1. Differentiate between different legal documents and agreements that the housing consumer would encounter when renovating, maintaining, building, renting, buying or selling a home
2. Name and describe legislation that has been promulgated in support of the housing consumer and the housing process

Learning Areas and the related Specific Outcomes that need to be mastered in order to gain competence in the housing education and training core concept outcomes of "Legal Aspects of Housing" (LAH) are presented in Table 5.15.

The seriousness of making a legal commitment requires that a housing consumer understands the implications and what is contained in a legal document such as a contract of sale. The ability to make and negotiate meaning is one of the Specific Outcomes included in Language, Literacy and Communication (LLC) (DOE, 1997b: 23).

One of the Specific Outcomes in Human and Social Sciences (HSS) is the promotion of a just, democratic and equitable society (DOE, 1997b: 46). The principles underpinning the housing policy endorse these ideals and have established certain organisations and introduced legislation that facilitates the protection of the consumer. A consumer mastering this Specific Outcome in Human and Social Sciences (HSS) would therefore need to learn about the legal aspects of housing in order to be able to act as an informed housing consumer.

Table 5.15: Learning Areas and Specific Outcomes related to the Outcomes of “Legal Aspects of Housing” (LAH)

| Housing Education and Training Core Concept Outcomes | Learning Areas | | | | | | | |
|--|---------------------|-----|---|-------|----|----|-----|----|
| | LLC | HSS | T | MLMMS | NS | AC | EMS | LO |
| | Specific Outcomes* | | | | | | | |
| 1. Differentiate between different legal documents and agreements that the housing consumer will encounter when renovating, maintaining, building, renting, buying or selling a home | 1,2, 3,4, 5,7 | | | | | | 5 | 5 |
| 2. Name and describe legislation that has been promulgated in support of the housing consumer and the housing process | 1,2, 3,4, 5,7 | 1,2 | | | | | | 5 |

LLC = Language, Literacy and Communication; HSS = Human and Social Sciences; T = Technology; MLMMS = Mathematical Literacy, Mathematics and Mathematical Sciences, NS = Natural Sciences; AC = Arts and Culture; EMS = Economic and Management Sciences; LO = Life Orientation

**See Table 1.1 in Chapter One*

When studying legal documentation and agreements, the housing consumer will need to be able to analyse financial information contained in these documents. This skill is contained in Economic and Management Sciences (EMS) (DOE, 1997b: 194).

The life skills mastered in Life Orientation (LO) (DOE, 1997b: 222) are essential to the learner being able to manage themselves with confidence when negotiating a contract. The learners need to be aware of their rights as consumers and will need to have the confidence to uphold these rights.

5.3.12 Resource Management (RM)

“Resource Management” (RM) includes all the types of resources a housing consumer would require when acquiring and keeping a home; the knowledge of how to efficiently and effectively manage their use; and how to generate resources, for instance generating income through entrepreneurship.

Once the housing education and training core concept “Resource Management” (RM) has been mastered, the learner will be able to:

1. Manage and generate family resources in the home in a manner that demonstrates a critical understanding of conservation
2. Categorise and describe different types of resources
3. Apply management principles when preparing a financial plan and purchasing goods and services

Table 5.16 presents the Learning Areas and Specific Outcomes that can be used in Learning Programmes to achieve the housing education and training core concept outcomes.

The solving of problems related to the effective management of resources can only be addressed by a consumer who is able to express him-/herself with confidence and clarity. The consumer might also need to address resource management issues, such as the use of water and electricity, within the family. The ability to communicate in a variety of contexts is a skill contained in Language, Literacy and Communication (LLC) (DOE, 1997b: 23).

Table 5.16: Learning Areas and Specific Outcomes related to the Outcomes of “Resource Management” (RM)

| Housing Education and Training Core Concept Outcomes | Learning Areas | | | | | | | |
|--|--------------------|-----|---|-------|-----|----|-------|-----|
| | LLC | HSS | T | MLMMS | NS | AC | EMS | LO |
| | Specific Outcomes* | | | | | | | |
| 1. Manage and generate family resources in the home in a manner that demonstrates a critical understanding of conservation | | 4 | 1 | | 3,4 | | 2 | 5,7 |
| 2. Categorise and describe different types of resources | 1,4,7 | 4,6 | 1 | | 3,4 | | | |
| 3. Apply management principles when preparing a financial plan and purchasing goods and services | | | | | 3,4 | | 2,4,5 | 5,7 |

LLC = Language, Literacy and Communication; HSS = Human and Social Sciences; T = Technology; MLMMS = Mathematical Literacy, Mathematics and Mathematical Sciences, NS = Natural Sciences; AC = Arts and Culture; EMS = Economic and Management Sciences; LO = Life Orientation

**See Table 1.1 in Chapter One*

The making of sound judgements regarding the development, utilisation and management of resources as well as the use of skills and technology are skills mastered by the GET learner in Human and Social Sciences (HSS) (DOE, 1997b: 46).

The use of the technological process to solve problems is a Specific Outcome contained in Technology (T) (DOE, 1997b: 84). The use of a timer attached to the geyser, could reduce the amount of electricity that is used by a household to heat water. A housing consumer would also need to be able to determine the impact of technology on housing. For instance, the use of electrical appliances such as dishwashers, might improve time management, but could be expensive in terms of the electricity and water needed to operate the machine.

Natural Sciences (NS) focuses on the use of natural resources (DOE, 1997b: 133). It also includes the making of responsible decisions through the application of scientific knowledge and skills. The orientation of a house to the sun could maximise the use of sunlight for warmth and daylight. This would reduce the amount of electricity used by a household to keep warm and to light up the house. The use of this natural resource can only be maximised if the decision regarding the orientation of the house was approached in a scientific and logical manner.

Managerial skills are mastered in Economic and Management Sciences (EMS) (DOE, 1997b: 194). The learner will need to master these skills in order to be able to manage the use of resources in the home in an efficient and effective manner.

The decision-making skills mastered through Life Orientation (LO) (DOE, 1997b: 222), together with the ability to make and maintain relationships, to respect the beliefs and values of others and the respect that the individual has for their human rights all contribute to the effective management of resources. The housing policy emphasises, for example, that access to potable water is a basic right that should be made available to all South Africans. Consumers that respect this right would use water sparingly so that it is not wasted and so that everyone is able to use it.

5.3.13 Role-Players in Housing (RP)

“Role-Players in Housing” (RP) includes all the individuals, organisations and businesses that contribute to the housing process in South Africa, albeit state or private sector role-players.

Once the housing education and training core concept “Role-Players in Housing” (RP) has been mastered, the learner will be able to:

1. Identify and describe different role-players supporting the implementation of the National Housing Policy in South Africa
2. Identify and describe the role of each of the role-players and stakeholders in the provision, renovation and remodelling of housing

Table 5.17 summarises the way in which the different Learning Areas and appropriate Specific Outcomes relate to the housing education and training core concept outcomes of “Role-Players in Housing” (RP).

Table 5.17: Learning Areas and Specific Outcomes related to the Outcomes of “Role-Players in Housing” (RP)

| Housing Education and Training Core Concept Outcomes | Learning Areas | | | | | | | |
|--|--------------------|---------|---|-------|----|----|-----|----|
| | LLC | HSS | T | MLMMS | NS | AC | EMS | LO |
| | Specific Outcomes* | | | | | | | |
| 1. Identify and describe different role-players supporting the implementation of the National Housing Policy in South Africa | 1,4,7 | 1,2,3,8 | | | | | | 5 |
| 2. Identify and describe the role of each of the role-players and stakeholders in the provision, renovation and remodelling of housing | 1,4,7 | 1,2,3,8 | | | | | | 5 |

LLC = Language, Literacy and Communication; HSS = Human and Social Sciences; T = Technology; MLMMS = Mathematical Literacy, Mathematics and Mathematical Sciences, NS = Natural Sciences; AC = Arts and Culture; EMS = Economic and Management Sciences; LO = Life Orientation

**See Table 1.1 in Chapter One*

The housing consumer would need to interact with different role-players throughout the housing-provision cycle. The mastering of communication skills contained in Language, Literacy and Communication (LLC) (DOE, 1997b: 23) would facilitate the ability of the consumer to do this. The consumer would also need to learn to communicate with people with differing degrees of education throughout this process. The interpretation of what is being said, as well as the clarity and understandability of the consumer’s response would be essential during such communications.

A consumer that is involved in the housing process would need to act in a just, democratic and equitable manner. These skills are mastered in Human and Social Sciences (HSS) (DOE, 1997b: 46).

The life skills acquired through the achievement of Specific Outcomes in Life Orientation (LO) are needed by the consumer when dealing with different role-players in the housing process (DOE, 1997b: 222). The consumer will need, for example, to interpret the verbal as well as the non-verbal communications of an estate agent that is desperately trying to sell him/her a house. S/he will also need to be able to judge the character and integrity of different role-players in order to assist in decisions to employ them to build, design or decorate their house.

5.3.14 Sources of Housing Information (SHI)

“Sources of Housing Information” (SHI) includes all the possible sources that a housing consumer could use to find information when acquiring and/or keeping a home.

Once the housing education and training core concept “Sources of Housing Information” (SHI) has been mastered, the learner will be able to:

1. Identify different sources of housing information
2. Access and use different types of housing-related information to solve housing-related problems

Table 5.18 presents the different Learning Areas and the related Specific Outcomes to be mastered by a learner in order to gain competence in the housing education and training core concept outcomes for “Sources of Housing Information” (SHI).

The communication skills required by the consumer to access information are all contained in Language, Literacy and Communication (LLC) (DOE, 1997b: 23). Being able to access information from different resources requires that the GET learner be able to understand the language in which the communication is occurring. The GET learner will also need to acquire generic communication skills such as the ability to talk clearly and concisely as well as the ability to listen attentively.

The use of the Internet is a skill that is required by a housing consumer when accessing housing information. Although this form of technology is not available to all housing consumers, the Internet still remains an effective means of accessing current housing information. The use of computers to access information is a skill included in Technology (T) (DOE, 1997b: 84).

Table 5.18: Learning Areas and Specific Outcomes related to the Outcomes of “Sources of Housing Information” (SHI)

| Housing Education and Training Core Concept Outcomes | Learning Areas | | | | | | | |
|--|--------------------|-----|-----|-------|----|----|-----|----|
| | LLC | HSS | T | MLMMS | NS | AC | EMS | LO |
| | Specific Outcomes* | | | | | | | |
| 1. Identify different sources of housing information | 1,2, 3,4, 7 | | 1,6 | 6 | | | | |
| 2. Access and use different types of housing-related information to solve housing-related problems | 1,2, 3,4, 7 | | 1,6 | 6 | | | | |

LLC = Language, Literacy and Communication; HSS = Human and Social Sciences; T = Technology; MLMMS = Mathematical Literacy, Mathematics and Mathematical Sciences, NS = Natural Sciences; AC = Arts and Culture; EMS = Economic and Management Sciences; LO = Life Orientation

**See Table 1.1 in Chapter One*

The consumer will need to be able to use information from a variety of sources, to make informed decisions. The skills acquired in Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS) will enable the learner to interpret and use mathematical information, such as interest rates and bond instalment calculations, to make informed decisions (DOE, 1997b: 109).

5.3.15 Tenure Options (TO)

The housing education and training core concept “Tenure Options” (TO) describes the different types of tenure, the rights and responsibilities of the housing consumer that each

type of tenure requires and the advantages and disadvantages of the different types of tenure to the housing consumer.

When the housing education and training core concept “Tenure Options” (TO) has been mastered, the learner will be able to:

1. Differentiate between renting and buying a home
2. Differentiate between different types of home ownership
3. Explain the advantages and disadvantages of buying or selling a home
4. Describe the rights and responsibilities of landlords, tenants and landowners
5. Describe how a housing consumer would acquire a home

Table 5.19 presents the Learning Areas and Specific Outcomes related to the housing education and training core concept outcomes for “Tenure Options” (TO).

Tenants and landlords need to be able to communicate their needs and requirements to each other. A home owner also needs to be able to communicate with the different role-players such as estate agents, sellers and bankers in order to buy a house. The ability to negotiate meaning as well as the ability to access, process and use information is contained in Language, Literacy and Communication (LLC) (DOE, 1997b: 23). Housing consumer also needs to be able to understand what is contained in lease contracts and contracts of sale so that they are certain of what they are committing themselves to.

Human and Social Sciences (HSS) addresses the need to be able to utilise resources effectively (DOE, 1997b: 46). This would include the effective use of money to either rent or buy a home. It also includes the competencies needed to collect information and make a decision.

Mathematical skills required by the consumer when making decisions about tenure options are skills mastered by the GET learner in the Learning Area Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS) (DOE, 1997b: 110).

Table 5.19: Learning Areas and Specific Outcomes related to the Outcomes of “Tenure Options” (TO)

| Housing Education and Training Core Concept Outcomes | Learning Areas | | | | | | | |
|--|--------------------|-----|---|-------|-----|----|-----|----|
| | LLC | HSS | T | MLMMS | NS | AC | EMS | LO |
| | Specific Outcomes* | | | | | | | |
| 1. Differentiate between renting and buying a home | 1,4,7 | 4 | | | 4 | | 2 | |
| 2. Differentiate between different types of home ownership | 1,4,7 | | | 6 | | | 2 | |
| 3. Explain the advantages and disadvantages of buying or selling a home | 1,4,7 | 4 | | | 4 | | 2 | |
| 4. Describe the rights and responsibilities of landlords, tenants and landowners | 1,4,7 | | | | | | | |
| 5. Describe how a housing consumer would acquire a home | 1,4,7 | 4 | | 6 | 4,5 | | 2,5 | 5 |

LLC = Language, Literacy and Communication; HSS = Human and Social Sciences; T = Technology; MLMMS = Mathematical Literacy, Mathematics and Mathematical Sciences, NS = Natural Sciences; AC = Arts and Culture; EMS = Economic and Management Sciences; LO = Life Orientation

**See Table 1.1 in Chapter One*

The consumer needs to be able to evaluate financial data in order to decide whether to rent or buy. The consumer will also need to understand the principles governing the relationship between the economic and other environments, such as the housing environment. An increase in interest hike would affect the affordability of housing, thus decreasing the number of home owners entering the housing market. These skills are contained in the Learning Area Economic and Management Sciences (EMS) (DOE, 1997b: 194).

The establishment of sustainable relationships, for instance, between tenant and landlord; the respect for the values and beliefs of others; and the acquisition of life skills and

decision-making skills are all contained in the Learning Area Life Orientation (LO) (DOE, 1997b: 222).

5.3.16 Types of Housing (TH)

“Types of Housing” (TH) includes the different housing structures; the different types of materials that are used to build each type of structure and the different construction methods used when building each structure.

Once the housing education and training core concept “Types of Housing” (TH) has been mastered the learner will be able to:

1. Differentiate between different types of housing using different classification systems
2. Identify and describe types of housing that can be used to satisfy different housing needs

Table 5.20 presents the different Learning Areas and related Specific Outcomes needed to master the housing education and training core concept outcomes of “Types of Housing” (TH).

Table 5.20: Learning Areas and Specific Outcomes related to the Outcomes of “Types of Housing” (TH)

| Housing Education and Training Core Concept Outcomes | Learning Areas | | | | | | | |
|---|--------------------|-----|---------|-------|-----|-----|-----|----|
| | LLC | HSS | T | MLMMS | NS | AC | EMS | LO |
| | Specific Outcomes* | | | | | | | |
| 1. Differentiate between different types of housing using different classification systems | 1,4,7 | 4 | | | 4,5 | | | |
| 2. Identify and describe types of housing that can be used to satisfy different housing needs | 1,4,7 | | 1,4,5,6 | | | 4,8 | | |

LLC = Language, Literacy and Communication; HSS = Human and Social Sciences; T = Technology; MLMMS = Mathematical Literacy, Mathematics and Mathematical Sciences, NS = Natural Sciences; AC = Arts and Culture; EMS = Economic and Management Sciences; LO = Life Orientation

*See Table 1.1 in Chapter One

The mastering of communication skills is acquired through the Specific Outcomes included in Language, Literacy and Communication (LLC) (DOE, 1997b: 23). Different types of housing exist and the consumer would need to be able to communicate well in order to determine which type of housing would best suit the needs of the individual, family or household.

Different types of housing use different resources. An understanding of the impact of the management and utilisation of resources would help consumers to appreciate the cost of using certain resources to build a house. This competence is contained in Human and Social Sciences (HSS) (DOE, 1997b: 46).

Using technological processes to solve problems is the central focus of the core concept "Types of Housing" (TH). The consumer needs to be aware of how to use these processes to solve needs in a responsible and ethical way, as well as understanding the impact of the use thereof on the environment and on the people living in these environments. Other outcomes included in Technology (T) include the accessing, processing and use of data for technological processes. Much research has gone into the viability of the many different methods that can be used to build low-income housing. The processes that were used to perform these investigations are competencies contained in this Learning Area (DOE, 1997b: 84).

The use of different types of housing to address the needs of consumers in the low income bracket has required an innovative look at housing-provision. This, and other competencies are mastered by the GET learner in Natural Sciences (NS) (DOE, 1997b: 134).

An understanding of the origins, functions and dynamic nature of culture is required by the learner when describing different housing forms that can be used to satisfy different housing needs. This competence can be mastered through Arts and Culture (AC) (DOE, 1997b: 171).

5.4 COMPLEXITY OF THE HOUSING EDUCATION AND TRAINING CONCEPTS INCLUDED IN THE FOUNDATION, INTERMEDIATE AND SENIOR PHASES OF THE GET BAND

The policy documents released by the Department of Education (DOE) provide Assessment Criteria, Range Statements and Performance Indicators to help the educator define the type of evidence required and the degree to which competence must be demonstrated in order to achieve a Specific Outcome (DOE, 1997e: 17, 23 & 25). However, insufficient information is provided in these documents regarding the progress a learner should be making at certain levels within the different Phases of the GET Band. Without this information an educator is unable to be assured that the learner is making sufficient progress and actually realising their full potential.

Different attempts were made to address this problem. One of the projects, the development of the Progress Maps initiated by the Gauteng Department of Education (GDE) and the Gauteng Institute of Curriculum Development (GICD), supplemented the information provided by the policy documents of the DOE by providing clearly defined level descriptors of what a learner should achieve as s/he progresses through the different Phases of the GET Band. However, these documents were never accepted or distributed as policy documents by the DOE (Haripersad, 2000).

In the Progress Maps, each of the eight Learning Areas is divided into six levels of achievement, thus benchmarking a learner's development and stating the degree of complexity of the different knowledge and skills to be achieved at a given level. Although the six levels described for each Learning Area do not correspond with the nine Grades of the GET Band, an approximate relationship can be anticipated. This relationship between the Grades and Levels is presented in Table 5.21.

Table 5.21: The Approximate Relationship between Grades and Levels

| Foundation Phase | Intermediate Phase | Senior Phase |
|------------------|--------------------|--------------|
| Grades 1 - 3 | Grades 4 – 6 | Grades 7 – 9 |
| Levels 1 & 2 | Levels 3 & 4 | Levels 5 & 6 |

Source: GDE & GICD, 1999: vii

The learner can be expected to progress from level 1 to 2 in the Foundation Phase, level 3 to 4 in the Intermediate Phase and level 5 to 6 in the Senior Phase of the GET Band.

In order to present the level descriptors in a cohesive and comprehensive way, the progress map for each Learning Area is divided into Strands and Sub-Strands. These Strands and Sub-Strands are broad groupings of concepts and skills included in each of the Learning Areas (GDE & GICD, 1999g: 5). The different Strands and Sub-Strands used in each of the Learning Areas are listed in Table 1.3 of Chapter One.

Another attempt at providing more detail about the learner's progress through the different phases of the GET Band, was the development of level descriptors by the DOE. Unfortunately, the process was never concluded as other pressing deadlines needed to be met (Kramer, 2000).

The South African Qualifications Authority (SAQA) has taken up the debate regarding level descriptors by releasing the discussion document "The Development of Level Descriptors" in September 2000. Unfortunately, this document does not include much detail regarding the description of learner performance in the different phases of the GET Band. This can be deduced upon examination of Table 5.22 that serves to summarise the level descriptors proposed by SAQA (2000b: 11) for the GET Band.

Table 5.22: Level Descriptors for the GET Band of the NQF

| Level | Foundational Competence | Practical Competence | Reflexive Competence |
|-----------------|--|---|---|
| GET Band | | | |
| 1 | Demonstrate use of recall and elementary comprehension skills in a narrow range of areas with dependency on ideas of others Possession of basic skills Receive and pass on information | Operate in closely defined contexts under close supervision Carry out repetitive and predictable procedures Perform clearly defined tasks | Perform directed activity No responsibility for the learning of others |

Source: SAQA, 2000a: 11 – 12.

The descriptions presented in Table 5.22 are organised according to the SAQA definition of applied competence, namely “the ability to put into practice in the relevant context the learning outcomes acquired in obtaining a qualification” (SAQA, 2000a: 16). This suggests that applied competence can be described in three dimensions, namely: foundational competence, practical competence and reflexive competence.

The descriptors used in Table 5.22 describe the ability of the competent learner who is exiting the GET Band at the NQF level 1. It therefore provides no guidance regarding the benchmarking of learner performance through the different phases of this band.

From Table 5.22 it is apparent that not enough detail has been included in the level descriptor document released by SAQA, which makes it impractical to use these descriptors when developing knowledge and skills appropriate for the Foundation, Intermediate and Senior Phases of the GET Band.

Pitching the knowledge and skills at the appropriate level of complexity in the different phases of the GET Band therefore needs to be determined by exploring the profile of the learners in the different phases. The next section will briefly discuss the abilities of learners in the Foundation, Intermediate and Senior Phases of the NQF.

5.4.1 Description of the Profile of the Learner in the Foundation Phase

The knowledge and skills acquired by the learner in the Foundation Phase provides the foundation for his/her physical, mental, emotional, moral and social development (DOE, 1997c: viii).

During this phase learners are able to discover and explore different avenues of learning through their first-hand experiences with their immediate surroundings (DOE, 1997b: 5). Learning activities planned by the educator should therefore present the learner with opportunities to investigate their physical environment and to interact with classmates, teachers, parents and other individuals and groups within their communities (DOE, 1997b: 3).

5.4.2 Description of the Profile of the Learner in the Intermediate Phase

The learner in the Intermediate Phase develops more abstract thinking abilities and is able to reason more abstractly (DOE, 1997d: i). However, the learner still needs to be provided with the opportunity to use concrete learning experiences to construct more complex meanings and ideas. In order to encourage these learners to pursue a broad and general education, learning activities included in this phase should be interesting, relevant and appropriate (DOE, 1997d: i).

5.4.3 Description of the Profile of the Learner in the Senior Phase

The final phase of the GET Band is the Senior Phase. During this phase learners are not only mastering competencies such as the ability to reason independently and abstractly, but are also being prepared for the national assessment in order to obtain the GET Certificate (DOE, 1997b: 5). Educators therefore need to be cautious in their preparation of learning activities so that the importance of gaining competence in certain unit standards and Specific Outcomes does not overshadow the integration of theory and practice (DOE, 1997c: 6).

By increasing the complexity of the housing education and training core concepts through the Foundation, Intermediate and Senior Phases of the GET Band, the progressive mastering of the housing education and training core concept outcomes will be facilitated. The different degrees of complexity of the knowledge and skills included in the curriculum for GET learners in different phases are presented in the next section. It serves to present the progression of the complexity of the housing education and training core concepts through the different phases of the GET Band.

5.5 THE USE OF PHASE AND PROGRAMME ORGANISERS TO INTRODUCE THE HOUSING EDUCATION AND TRAINING CORE CONCEPTS INTO THE GET BAND.

This section will discuss how each of the Phase Organisers can be used, together with appropriate Programme Organisers, to include the identified housing education and training outcomes in Learning Programmes. Although the Phase and Programme Organisers are to be removed from Curriculum 2005 no changes will be made until the National Curriculum Statement is released in 2001 (Kramer, 2000).

It is important to note that the policy documents use the term Learning Programme to describe two facets of OBE in South Africa. Learning Programmes in the Foundation Phase, for example, can refer to Literacy, Numeracy and Life Skills or it can refer to the programme developed by the educator that includes the learning activities over a period of time.

5.5.1 Phase Organisers

As explained in Chapter One, six Phase Organisers have been prescribed by the DOE to facilitate planning, organisation and assessment of Learning Programmes (DOE, 1997c: iv). The six Phase Organisers are:

- Personal Development

- Health and Safety
- Environment
- Society
- Entrepreneurship
- Communication (DOE, 1997c: iv)

These six Phase Organisers are to be used, without change, in the Foundation Phase. However, the Phase Organisers have been adapted as follows for the Intermediate and Senior Phases of the GET Band (Protec, 1999a):

- Communication
- Culture and Society
- Environment
- Economy and Development
- Personal Development and Empowerment

Suitable Programme Organisers now need to be identified that relate to the Phase Organisers and also facilitate the mastering of the Specific Outcomes identified by the educator.

5.5.2 Programme Organisers

Programme Organisers are not prescribed by the DOE (Protec, 1999a). Educators are therefore granted the flexibility to choose appropriate Programme Organisers in order to plan the achievement of the Specific Outcomes identified in a Learning Area. However, schools are encouraged by the DOE to select suitable Programme Organisers to be used in Grades, Phases or teaching teams, at the start of an academic year to ensure continuity of the learning process.

In order to encourage educators to include the housing education and training core concepts in their Learning Programmes, suggestions need to be made regarding the choice of appropriate Programme Organisers.

5.5.2.1 Examples of Programme Organisers in the Foundation Phase

Table 5.23 provides a few examples of Programme Organisers that can be used to achieve the housing education and training core concept outcomes in the Foundation Phase of the GET Band. An example of a housing education and training core concept outcome that could be achieved using these Specific Outcomes, is also included in this table.

Although the Phase Organisers used for the Foundation Phase in Table 5.23 have been prescribed by the DOE, the educator is able to decide which Programme Organiser is to be used when planning the learning activities of the learner. Table 5.23 shows that when appropriate Programme Organisers are used, all sixteen of the housing education and training core concepts can be included in the curriculum of Foundation Phase learners.

The Foundation Phase learner learns through first-hand experiences with his/her immediate surroundings (DOE, 1997c: 4). It is also important to note that during this Phase the learner is provided with opportunities to learn through exploring familiar surroundings, objects and relationships, and thus move from concrete to more abstract concepts and ideas.

By using Programme Organisers that relate to familiar surroundings and objects such as the home, the learner is given the opportunity to develop a basic understanding and appreciation of different facets of housing.

Table 5.23: Phase Organisers, Examples of Programme Organisers and the Housing Education and Training Outcomes that can be achieved in the Foundation Phase

| Phase Organisers | Programme Organisers | Housing Education and Training Core Concepts* | | | | | | | | | | | SH | TO | TH | | | |
|----------------------|----------------------|---|---------|-------|-----------|---------|-------|-------------|-------------|-------|-------|---------|-------------|---------|-----|-----------|-----------|-----|
| | | BHT | COMM | CAH | ENV | FAH | HC | HDD | HM | HN | HP | LAH | | | | RM | RP | |
| Communication | My home | 1,3,4,5,6 | 2,3,4 | 1,2,3 | 1,3,4,5 | 1,2 | 3 | 3,4,5,6 | 1,2,3,4 | 1,2 | 3 | 2 | 1,2,3 | 1,2 | 2 | 1,2 | 1,2,3,4,5 | 1,2 |
| | | 2,3 | 1,2,3,4 | 1,2,3 | 1,2,3,4,5 | 1,2,3,4 | 1,2 | 1,2,3,4,5,6 | 1,2,3,4 | 1,2 | 1,2,3 | 1,2,3,4 | 1,2,3 | 1,2,3 | 1,2 | 1,2 | 1,2,3,4,5 | 1,2 |
| Environment | My home | 3,4,6 | 1,2,3 | 1,2,3 | 1,2,3,4,5 | 1,2 | 1,2 | 1,2,3,4,5,6 | 1,2 | 1,2 | 1,2 | 1,2,3,4 | 1,2,3,4 | 1,2 | 1,2 | 1,2,3,4 | 1,2 | |
| | | 1,3,4,6 | 1 | 2 | 2,5 | 2,3 | 1 | 3 | 1,2,3,4,5,6 | 1,2 | 1,2 | 3 | 1,2,3,4 | 1,2 | 1,2 | 1,2,3 | 1,2,3 | 1,2 |
| Personal Development | My room | 1,3,4,6 | 1,2,3,4 | 1,2 | 2,3,4,5 | 1,2,3,4 | 1,2,3 | 1,2,3,4,5,6 | 1,2,3,4 | 1,2,3 | 1,2,3 | 2,3 | 1,2,3,4,5,6 | 1,2,3,4 | 1,2 | 1,2,3,4,5 | 1,2,3,4,5 | 2 |
| | | 1,2,3,4,6 | 2,4 | 2 | 1,2,3,4,5 | 2 | 1,2,3 | 2,4,5 | 1,2,3,4,5,6 | 1,2,3 | 1,2,3 | 2,3 | 1,2,3,4,5,6 | 1,2,3,4 | 1,2 | 1,2,3,4,5 | 2,3,4 | 2 |
| Health and Safety | Safety in the home | 1,2,3,4,6 | 2,4 | 2 | 1,2,3,4,5 | 2 | 1,2,3 | 2,4,5 | 1,2,3 | 1,2,3 | 2 | 2,3 | 2,4,5 | 2 | 2 | 1,2 | 2,3,4 | 2 |
| | | 1,2,3,4,6 | 2,4 | 2 | 1,2,3,4,5 | 2 | 1,2,3 | 2,4,5 | 1,2,3,4,5,6 | 1,2,3 | 1,2,3 | 2,3 | 2,4,5 | 2 | 2 | 1,2 | 2,3,4 | 2 |

*"Basic Housing Technology" (BHT); "Community" (COMM); "Cultural Aspects of Housing" (CAH); "Environment" (ENV); "Financial Aspects of Housing" (FAH); "Housing Consumerism" (HC); "Housing Design and Decoration" (HDD); "Housing Market" (HM); "Housing Needs" (HN); "Housing Policy" (HP); "Legal Aspects of Housing" (LAH); "Resource Management" (RM); "Role-Players in Housing" (RP); "Sources of Housing Information" (SHI); "Tenure Options" (TO); "Types of Housing" (TH).

The Programme Organiser "My home" can be used in conjunction with the Phase Organiser "Communication" to achieve Specific Outcomes in the Learning Programmes Literacy and Life Skills. Learners should be encouraged to discuss answers to questions like "What do you like about your home?" "What would you change in your home to make it nicer?" and "Where could you look to find out how to improve your home?" Hereby they would be able to master the learning outcome "identify and solve problems in planning, building, finishing-off, renovating or maintaining a home using critical and creative decision-making skills" embedded in the concept "Basic Housing Technology" (BHT).

By relating the same Programme Organiser to the Phase Organiser "Society", learners could master outcomes related to the housing education and training core concepts "Community" (COMM), "Cultural Aspects of Housing" (CAH) and "Role-Players in Housing" (RP). By instructing learners to draw pictures of their home and the different people that have visited their home, learners will identify different members of their community such as teachers, ministers and neighbours. This ability relates to the outcome "acquire, adapt or maintain a home with the help of community-based resources" embedded in the concept "Community" (COMM). They will also be able to identify cultural differences amongst classmates, by the type of people visiting their homes, for instance rabbis and priests, and the different styles of homes. This competence is reflected in the outcome "explain the impact of different cultural aspects of housing on the individual, family, household and community". Plumbers, electricians and builders that might be included in such drawings would indicate an awareness of different role-players in housing. "Communicate effectively with appropriate role-players in the housing cycle" is the outcome embedded in "Role-Players in Housing" (RP), that would be achieved. Interaction with different people and awareness of how their roles affect the individual's life, contribute to the achievement of Specific Outcomes related to the Learning Programme, Life Skills.

The use of the Programme Organiser "My Home" with the Phase Organiser "Environment" (ENV), could facilitate the achievement of Specific Outcomes related to four housing education and training core concepts. Learners could be instructed to make rubbings of the textures of five different natural surfaces at home, thus exploring the housing education and training core concept "Housing Design and Decoration" (HDD). This awareness of texture is a competence embedded in the outcome "collect and critically evaluate information relating to the design or decoration of the interior or exterior of a home". Learners could be asked to find out how long it takes to mow the lawn, thus investigating the resource time, which relates to "Resource Management" (RM), and is embedded in the outcome "use resources efficiently and effectively when acquiring and keeping a home". Finding out what type of material was used to build the learner's home would relate to "Basic Housing Technology" (BHT), in the outcome "use technology effectively and critically, showing an appreciation toward the impact thereof on the environment and health of the community when acquiring, adapting or maintaining a home". "Tenure Options" (TO) could be investigated by instructing learner's to find out whether they own or rent their home and how this might influence their living environment. In this way learners would be able to master the outcome "critically evaluate information about the different types of tenure options available to the South African housing consumer". While engaging in these activities, learners would need to interact with the physical environment, interact with others and increase their awareness of how time is managed. These competencies contribute to the mastering of outcomes related to the Life Skills and Numeracy Learning Programmes (GDE & GICD, 1998: 32 - 35, 42).

The Programme Organiser "Safety in the Home" together with the Phase Organiser "Health and Safety" could be used in a similar way to include the housing education and training core concepts "Legal Aspects of Housing" (LAH) and "Types of Housing" (TH). Specific Outcomes related to the Learning Programmes Life Skills and Literacy would also be achieved.

The outcome “use technology effectively and critically when designing or decorating the interior or exterior of a home” could be achieved by using the Phase Organiser "Entrepreneurship" in conjunction with the Programme Organiser "Decorating the Home". A learner that is able to apply different paint techniques, or apply wall paper is able to save money because they will not have to pay a professional to perform the task when decorating their home. In this way Specific Outcomes relating to all three the Learning Programmes of the Foundation Phase could be achieved.

5.5.2.2 Examples of Programme Organisers in the Intermediate and Senior Phases

Table 5.24 provides a few examples of Programme Organisers that can be used to achieve the housing education and training core concept outcomes in the Intermediate and Senior Phases of the GET Band. An example of a housing education and training core concept that could be achieved when using the phase and Programme Organisers proposed in the table, are also included.

As described for the Foundation Phase, Phase and Programme Organisers can be used to organise learning activities in the Intermediate and Senior Phases of the GET Band so that Specific Outcomes of the different Learning Programmes can be achieved. This is the first stage of planning in OBE (Protec, 1999b: 29).

Table 5.24: Phase Organisers, Examples of Programme Organisers and the Housing Education and Training Outcomes that can be achieved in the Intermediate and Senior Phases

| Phase Organisers | Programme Organisers | Housing Education and Training Core Concepts* | | | | | | | | | | | | | | | | |
|--------------------------------------|----------------------------|---|---------|-------|-----------|---------|-------|-------------|---------|-------|-------|-------|-------|-----|-----------|-----------|-----|-----|
| | | BHT | COMM | CAH | ENV | FAH | HC | HDD | HM | HN | HP | LAH | RM | RP | SHI | TO | TH | |
| Communication | Low-income housing | 1,3,4,5,6 | 2,3,4 | 1,2,3 | 1,3,4,5 | 1,2 | 3 | 3,4,5,6 | 1,2,3,4 | 1,2 | 3 | 1,2,3 | 2 | 1,2 | 1,2 | 1,2,3,4,5 | 1,2 | 1,2 |
| Culture and Society | Housing in African Tribes | 2,3 | 1,2,3,4 | 1,2,3 | 1,2,3,4,5 | 1,2,3,4 | 1,2 | 1,2,3,4,5,6 | 1,2,3,4 | 1,2,3 | 1,2,3 | 1,2 | 1,2,3 | 1,2 | 1,2,3,4,5 | 1,2,3,4,5 | 1,2 | 1,2 |
| Environment | My home on a desert island | 3,4,6 | 1,2,3 | 1,2,3 | 1,2,3,4,5 | 1,2 | 1,2 | 1,2,3,4,5,6 | 1,2,3,4 | 1,2 | 1,2 | 1,2 | 1,2,3 | 1,2 | 1,2,3,4 | 1,2,3,4 | 1,2 | 1,2 |
| Economy and Development | My dream home | 1,3,4,6 | 1 | 2 | 2,5 | 2,3 | 1 | | 3 | 1,2 | | 1,2 | 1,2,3 | 1,2 | 1,2,3 | 1,2,3 | 1,2 | 2 |
| Personal Development and Empowerment | My dream home | 1,3,4,6 | 1,2,3,4 | 1,2 | 2,3,4,5 | 1,2,3,4 | 1,2,3 | 1,2,3,4,5,6 | 2,3 | 1,2 | | 1,2 | 1,2,3 | 1,2 | 1,2,3,4,5 | 1,2,3,4,5 | 1,2 | 2 |

*"Basic Housing Technology" (BHT); "Community" (COMM); "Cultural Aspects of Housing" (CAH); "Environment" (ENV); "Financial Aspects of Housing" (FAH); "Housing Consumerism" (HC); "Housing Design and Decoration" (HDD); "Housing Market" (HM); "Housing Needs" (HN); "Housing Policy" (HP); "Legal Aspects of Housing" (LAH); "Resource Management" (RM); "Role-Players in Housing" (RP); "Sources of Housing Information" (SHI); "Tenure Options" (TO); "Types of Housing" (TH).

Using the Phase Organiser "Communication" and the Programme Organiser "Low-Income Housing", learners could be instructed to investigate the acquisition of a low-income house. They would have to find out how to qualify for a housing subsidy and where to apply. The learner could thus achieve the ability to "work effectively with others as a member of a team, family, household or community when planning, building, finishing-off, renovating or maintaining a home", an outcome embedded in "Basic Housing Technology" (BHT).

These tasks would require learners to access information using appropriate communication skills for the specific situations that might arise, thus mastering the ability to "access housing-related information to solve problems in a critical and creative way" the outcome included in "Sources of Housing Information" (SHI). In order to calculate whether they would qualify for a State Subsidy, the learners would have to use financial data regarding household income and expenditure gained from their own experiences, or the experiences of others. This would require the mastering of the ability to "organise and manage financial activities in a responsible and effective manner", an outcome associated with "Financial Aspects of Housing" (FAH). The achievement of these outcomes would contribute to the learner gaining competence with regard to the Specific Outcomes contained in the Learning Areas of Language, Literacy and Communication (LLC), Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS) and Economic and Management Sciences (EMS).

Depending on how the learning activity is planned by the educator, various other Specific Outcomes from other Learning Areas could also be achieved. However, it is important for the educator to define which Specific Outcomes are to be achieved by the learner and what evidence is required to demonstrate competence in the selected Specific Outcomes (Protec, 1999b: 31).

5.6 SUMMARY

OBE in South Africa has as foundation the realisation of Critical Cross-Field Outcomes and the Specific Outcomes defined for each Learning Area. Outcomes therefore needed to be defined for each of the sixteen housing education and training core concepts so that they can be included in the Foundation, Intermediate and Senior Phases of the GET Band.

This Chapter has discussed recommendations for the inclusion of the housing education and training core concepts into the Foundation, Intermediate and Senior Phases of the GET Band by discussing the three different stages of the planning process used in OBE. These stages include the defining of the knowledge, skills, attitudes and values embedded within the housing education and training core concepts, the development of housing education and training outcomes and using the Phase Organisers to select housing education and training outcomes to be used in a Learning Programme.

Chapter Six will present a model that uses the constructs present in Curriculum 2005, as well as the outcomes for the housing education and training concepts, to introduce housing education into the different phases of the GET Band.

CHAPTER 6

A MODEL FOR THE INTRODUCTION OF HOUSING EDUCATION AND TRAINING INTO THE GET BAND OF THE NQF

6.1 INTRODUCTION

Chapter Five presented the learning outcomes for each of the sixteen housing education and training core concepts as well as the Specific Outcomes and Learning Areas that could facilitate the achievement of these outcomes. The degree of complexity of the knowledge and skills to be included in each of the phases of the GET Band was also presented. This chapter will combine all the information provided in Chapter Five and present a model that can be used to facilitate the introduction of housing education into the different phases of the GET Band.

The report released by the Review Task Team under the leadership of Prof. Linda Chisholm (2000) recommended that the Phase Organisers and Programme Organisers be omitted from Curriculum 2005 in order to simplify the curriculum development process. The introduction of National Curriculum Statements in 2001 is to replace not only the Phase and Programme Organisers, but also the Specific Outcomes, Assessment Criteria and the Performance Indicators (Chisholm, 2000: 82). However, until these statements have been developed, the status quo will be maintained (Haripersad, 2000). The proposed model for the inclusion of housing education and training core concepts into the GET Band, presented in this chapter, will therefore still make use of the Phase and Programme Organisers, as well as the Specific Outcomes, Assessment Criteria and Performance Indicators of Curriculum 2005

Chapter Two, Section 2.4.3.4, presents three different models that are used in outcomes-based curriculum design. The next section will present an outcomes-based model that can be used to facilitate the introduction of housing education and training content into the GET Band of the NQF. A second model is also presented in this chapter and has

been adapted to accommodate the changes that have been proposed in the Chisholm Report (2000: 82).

6.2 A MODEL FOR THE INTRODUCTION OF THE HOUSING EDUCATION AND TRAINING CORE CONCEPTS INTO THE CURRICULUM OF THE GET BAND

Figure 6.1 presents a model that makes use of the constructs currently used in Curriculum 2005 to introduce the knowledge, skills, attitudes and values embedded in the sixteen housing education and training core concepts into the curriculum of the GET Band.

The model illustrates how a Learning Programme can be developed that will facilitate the introduction of housing education and training content into the curriculum of Foundation, Intermediate and Senior Phase learners, using the constructs in Curriculum 2005. Underlying the development of a Learning Programme are the Critical Cross-Field Outcomes, the Specific Outcomes and the Learning Areas. The educator needs to be reminded of the critical role that these three constructs play throughout the development of the Learning Programme. Nine steps are included in this model. Steps One and Two involve the selection of Phase and Programme Organisers. As indicated in the model, the Phase Organisers are prescribed by the DOE, whereas the Programme Organisers are themes that are determined by the educator when designing the Learning Programme.

Step Three requires that the educator select housing education and training outcomes that complement the Phase and Programme Organisers. Table 5.23 can be used by the educator to select housing education and training outcomes for the Foundation Phase, and Table 5.24 can be used to select housing education and training outcomes for the Intermediate and Senior Phases.

The information in Step Three is then used in Step Four to select the Specific Outcomes that the learner will master during this Learning Programme. Tables 5.4 to 5.20 have been condensed and presented in Addendum H to simplify this step for the educator. These tables illustrate which Specific Outcomes can be used in relation to the different housing education and training outcomes. Specific Outcomes are embedded within the

Learning Areas. Thus, the selection of a Specific Outcome will determine the Learning Area that will be included in a Learning Programme.

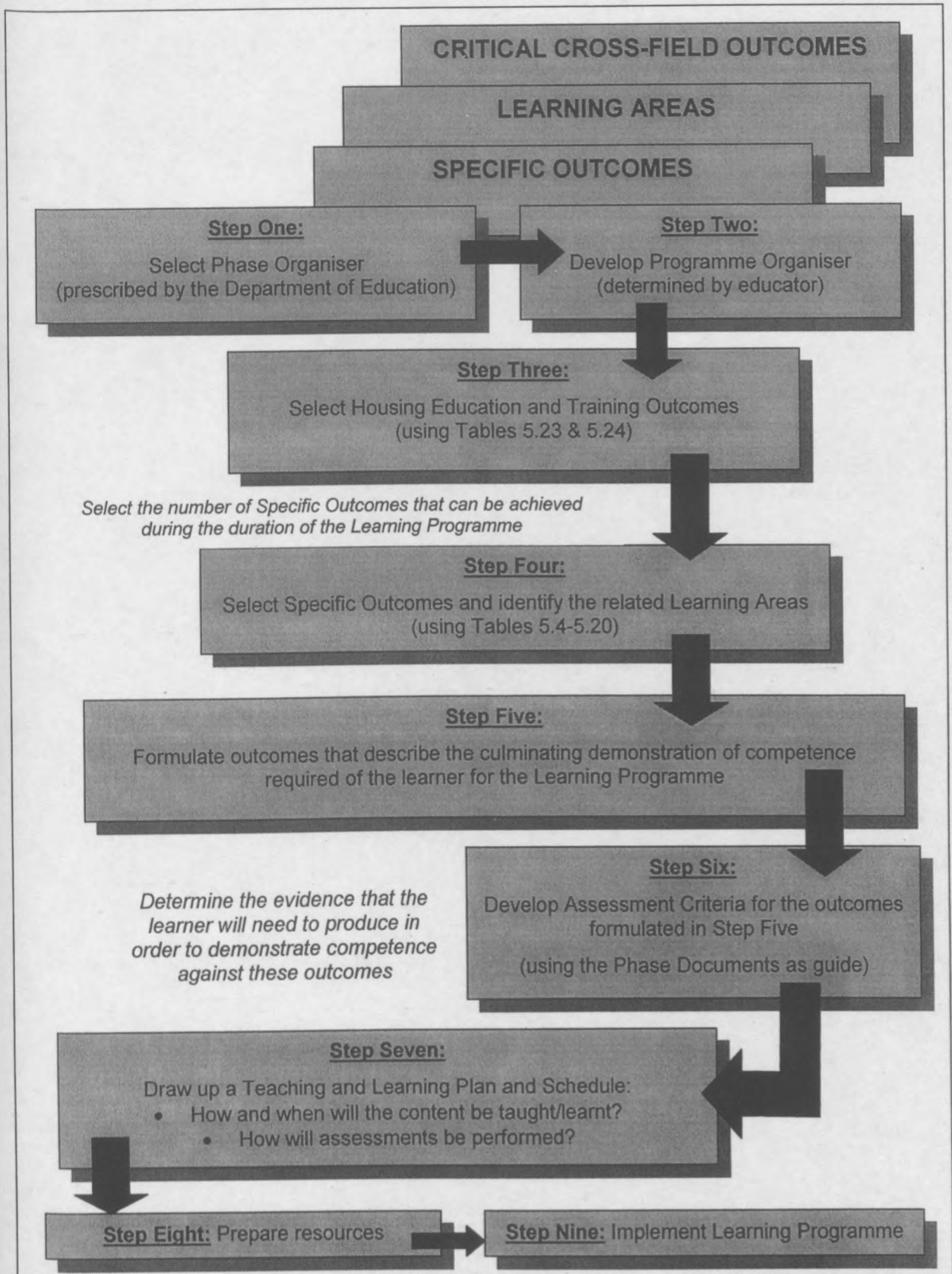


Figure 6.1: A Model for the Introduction of Housing Education and Training into the GET Band of Curriculum 2005

The aim of the Learning Programme is for the learner to master the Specific Outcomes, as well as the housing education and training outcomes selected in Steps Three and Four of the model. However, the task of assessing these outcomes becomes almost impossible when more than two or three outcomes need to be achieved. In order to simplify the assessment process, outcomes need to be formulated for the Learning Programme. This is the fifth step in the process presented in Figure 6.1. These outcomes describe the culminating demonstration of competence and provide the evidence required from the learner in order to assess what s/he knows and can actually do with the knowledge, skills, attitudes and values contained in the Learning Programme.

Step Six requires that Assessment Criteria be developed for the Learning Programme. Assessment Criteria and Performance Indicators are provided for each of the Specific Outcomes in Curriculum 2005 (DOE, 1997c, d & e). These two constructs are used as guide when formulating the Assessment Criteria for the Learning Programme in Step Five. These Assessment Criteria are used in assessing the outcomes that have been formulated in Step Five.

The completion of Step Six provides the outline of the Learning Programme. Steps Seven to Nine are then used by the educator in order to plan the way in which the Learning Programme will be presented, which activities will be included, how the learners will be assessed and how these assessments will be recorded.

From this discussion it becomes apparent that the outcomes-based curriculum development process required in Curriculum 2005 is rather complex. The criticisms by Chisholm (2000) reflect on the lack of user-friendliness of this curriculum design. The model in Figure 6.1 has been adapted in order to accommodate these recommendations. The adapted model is presented in Figure 6.2.

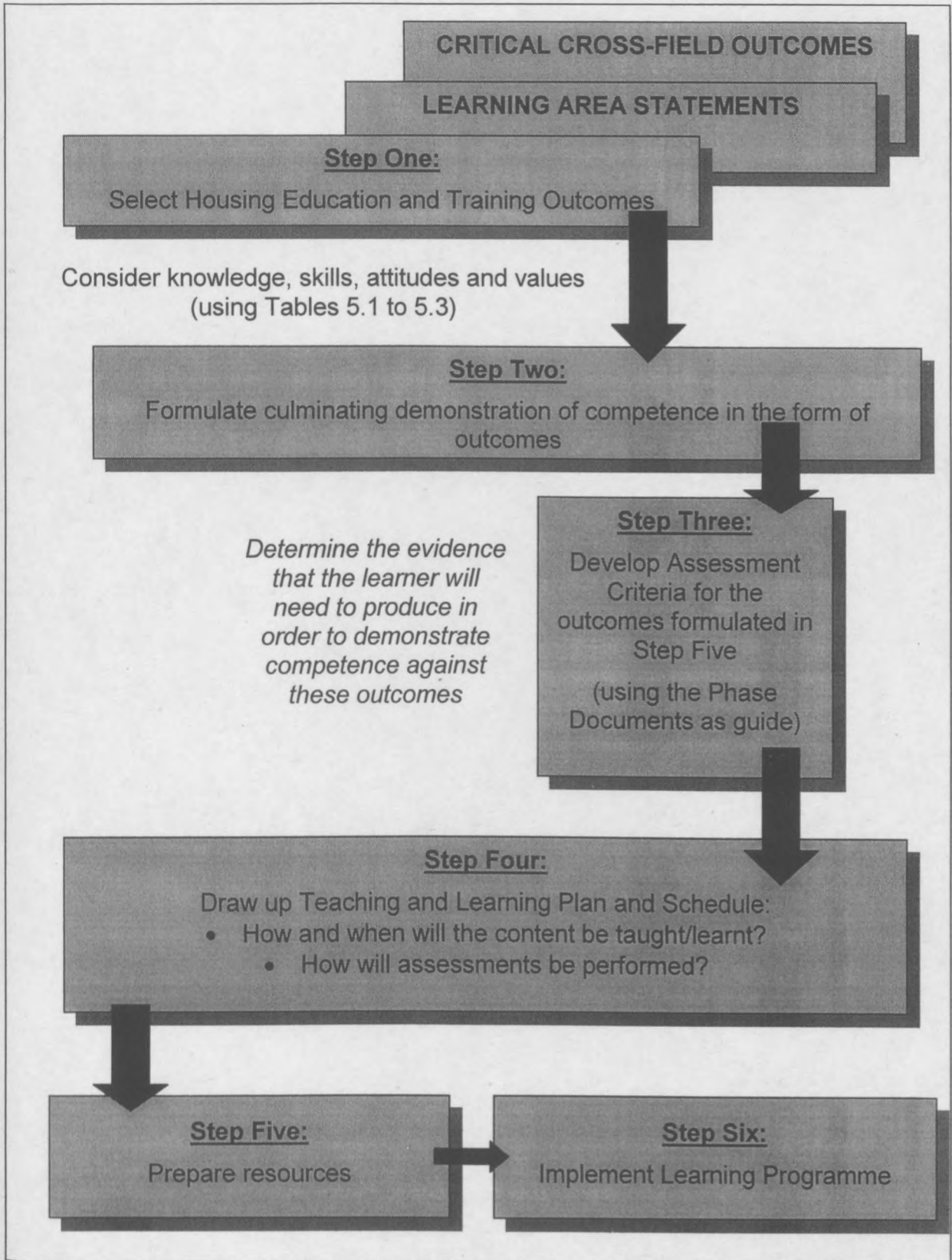


Figure 6.2: The Adapted Model for the Introduction of Housing Education and Training into the GET Band

The adapted model presented in Figure 6.2 comprises six steps and is a simple process that can be used to introduce housing education and training content into the curriculum of the Foundation, Intermediate and Senior Phases. The constructs that are used to guide the development of the Learning Programme in the streamlined Curriculum 2005 would still include the Critical Cross-Field Outcomes. However, the Specific Outcomes and Learning Areas would then be replaced by the Learning Area Statements. These statements define the Learning Area and describe the definitive features thereof (Chisholm, 2000: 77). Integration of content would still be important in the curriculum design of the streamlined Curriculum 2005, but would not be complicated by the presence of the 66 Specific Outcomes.

The next section will present an example of a Learning Programme for each of the three phases in the GET Band of Curriculum 2005. This section is included in order to demonstrate how the model can be used to include housing education and training content into the curriculum of the GET Band.

6.2.1 An Example of Outcomes-Based Curriculum Development in the Foundation Phase

The topic for this illustrative Learning Programme is “Home sweet home” and the steps presented in Figure 6.1 will be used to develop the content thereof. Steps One to Four in Figure 6.1 have been summarised in Table 6.1. The table presents the Phase and Programme Organisers selected and developed in Steps One and Two of the model. It also presents the housing education and training outcomes selected in Step Three using Table 5.23 in Chapter Five. Finally, Table 6.1 presents the Specific Outcomes that can be achieved through the implementation of this Learning Programme.

It is clear from Table 6.1 that six of the eight Learning Areas can be included in this Learning Programme. However, learners need to be allowed enough opportunity to master the learning outcomes before they are assessed. Table 6.1 indicates that only some of the Specific Outcomes are selected and included in the Learning Programme.

Table 6.1: Summary of an Example of a Learning Programme that can be used to introduce Housing Education and Training Content into the Foundation Phase of Curriculum 2005

| Phase Organiser | Society | Programme Organiser | | | | My Home | | | |
|--|--|-----------------------|-----------|-------------|---|---------|-----|-----------|-------------|
| Housing Education and Training Core Concepts | Housing Education and Training Outcomes | Learning Areas* | | | | | | | |
| | | LLC | MLMMS | HSS | T | NS | AC | EMS | LO |
| | | Learning Programmes** | | | | | | | |
| | | Literacy | Numeracy | Life Skills | | | | | |
| | | Specific Outcomes*** | | | | | | | |
| "Community" (COMM) | 1 | | 1,4, 7 | | | | | 2,7 | |
| | 3 | | 1,4, 7 | | | | 4,6 | | 2,3, 7 |
| "Housing Design and Decoration" (HDD) | 1 | | | | | | 6 | | |
| | 3 | 5 | 1,4, 7 | 4 | | | 6 | 5 | 5 |
| Specific Outcomes that can be achieved in the Learning Programme | | 1,4, 7 | 5 | 4 | | | 4,6 | 2,5, 7 | 2,3, 5,7 |
| Outcomes to be included in this illustrative Learning Programme | | 1,4 | 5 | 4 | | | 4,6 | | 2,5, 7 |

* Learning Areas: LLC = Language, Literacy and Communication; HSS = Human and Social Sciences; T = Technology; MLMMS = Mathematical Literacy, Mathematics and Mathematical Sciences, NS = Natural Sciences; AC = Arts and Culture; EMS = Economic and Management Sciences; LO = Life Orientation

** Learning programmes: L = Literacy; N = Numeracy; LS = Life Skills

*** Specific Outcomes: see Table 1.1 in Chapter One

By referring to Table 1.1 in Chapter One (Specific Outcomes for each of the eight Learning Areas), the educator is able to formulate outcomes that will describe the culminating demonstration of competence required in this Learning Programme. At the end of this Learning Programme the Foundation Phase learner will be able to:

- Identify and describe the roles of different people that are part of the community.
- Design a simple collage of a room.
- Use simple technological processes to demonstrate how different materials can be used to decorate the interior of the home.
- Demonstrate how resources can be selected and used in order to decorate the interior of a home.

Assessment Criteria can now be developed for these outcomes using the Assessment Criteria and Performance Indicators, extracted from the Foundation Phase Document (DOE, 1997c). It will be evident that the learner has mastered the outcomes for the Learning Programme when:

- The description of the roles of the different people in the community is complete, relevant and accurate.
- The design of the collage of a room is innovative and creative.
- The design of the collage of a room includes the furniture that is specific to the purpose of that room.
- The materials used to make a simple collage of a room are suited to the purpose and demonstrate an understanding of the characteristics of the material that was selected. The technological processes are performed accurately in a manner that demonstrates the ability to measure and count.
- The materials used to represent the furniture in the collage are used creatively and demonstrate an understanding of the function of the piece of furniture.
- Simple technological processes are applied when using different materials to demonstrate how to decorate a room.

Two units make up this Learning Programme:

Unit One: Inviting people to visit.

Unit Two: Making my home a safe and pleasant place.

Each of the units will be presented separately in the following section. Included in a unit are the Specific Outcomes, housing education and training outcomes, duration, resources

required, suggestions regarding the arrangement of the classroom, the method of assessment and the activities to be used.

6.2.1.1 Unit One: Inviting people to visit

The **housing education and training outcomes** that will be mastered in this unit include:

- Identify and describe the civic, social and economic components of a community ("Community" (COMM), outcome no. 1).
- Explain the contribution of the community to the well-being of the family ("Community" (COMM), outcome no. 3).

The **Learning Areas and Specific Outcomes (SO)** that the learner will master and the related **Assessment Criteria (AC)** included in this unit are:

- **Language, Literacy and Communication (LLC):**

SO 1: Make and negotiate meaning and understanding.

AC 2: A key message is identified and clarified.

AC 3: Meaning is created through reading.

SO 4: Access, process and use information from a variety of sources and situations.

AC 2: Ways in which language is used to transmit and shape socio-cultural ideas and values are explained.

- **Life Orientation (LO):**

SO 2: Use skills and display attitudes and values that improve relationships in family, group and community.

AC 2: Qualities of relationships and communication are demonstrated.

SO 7: Demonstrate the values and attitudes necessary for a healthy and balanced lifestyle.

AC 1: Various lifestyles in terms of a healthy and balanced approach are appraised.

The **duration** of this learning unit is approximately one week. The **resources** that will be required in Unit One include:

- A story about visitors in someone's home. An example of such a storybook would be "Goldilocks and the Three Bears".

- Stationery, such as crayons, coloured pencils, koki's and paper to draw on.
- Pictures of different types of people that might visit the learners homes, such as aunts, grandparents, friends, policemen, plumbers and electricians.
- Activity cards explaining what is expected in the role-play activity.

The **class** can be **arranged** to suit the needs of the learners by grouping desks together and making space for a small "stage".

Activities included in the Learning Programme are aimed at providing the learners with an opportunity to master the knowledge, skills, attitudes and values embedded in the different outcomes selected for each unit. Three activities are included in this unit.

- **Activity 1: Read and discuss a story**

A story, such as Goldilocks and the three bears, is read to the class. The class is then encouraged to discuss different aspects of the story by answering the following questions:

- Whose home was described in the story?
- Describe the home.
- Who visited the house?
- Was that person invited to visit the family's house? Give a reason for your answer.
- Why did that person visit the family's house?
- What type of visitors do you get at your home? Do you enjoy their visits? Explain why.
- Why do they visit your home? Why do they visit you or your family?
- Have you ever visited anyone? Who? Why?

From this discussion the educator will guide the learners in discovering that:

- Different types of people visit one's home for different reasons.
- Each of these people has a different role to play in the life of the learner and in their family's life.

Learners' participation in the discussion will reveal whether they were able to identify and clarify the main message of the story. This activity would also reveal whether

learners are able to create meaning by listening to what was read. Although the learner might not be able to identify the civic, social and economic components of the community, they would, after completion of this activity, be aware of the different roles that different people fulfil in the community. Learners expressing satisfaction because of visits from family and friends will begin to understand that interaction with the community contributes to the well-being of the individual and/or family.

- **Activity 2: Drawing and identifying different types of visitors**

Learners are prompted to identify different people from pictures shown to them by the educator. Pictures should include at least two people representing each of the components of the community. For instance, a policeman and a fireman would represent the civic component; a school teacher and a nurse would represent the social component; and, a shopkeeper and a bus driver would represent the economic component of the community. The educator will need to pay special attention to the inclusion of people from different cultural groups.

Learners are then instructed to draw the visitors that they have had at their home. The educator then needs to create an opportunity for each child to explain who is in his/her drawing and to explain their role in the community. The nurturing of a healthy lifestyle includes interaction with people. Although the learner might not be able to master the entire outcome, the realisation that this interaction is important in the social development of the individual and/or family will assist the learner in gaining competence against this outcome. A learner that actively participates in the discussion is also mastering the competence to use language to transmit and shape socio-cultural ideas and values.

- **Activity 3: Role-play**

Learners are divided into groups of not more than 4 members each. Each group is provided with a verbal or written explanation of a situation that the group will need to act out. For example:

- Your brother/sister is sick at home and the doctor is called in to find out what is wrong with him/her.
- Your elder brother/sister is getting married and the priest/rabbi/minister visits them to discuss their wedding plans.
- Your best friend comes to visit you and your younger brother wants to play with the two of you.

Groups are given a limited amount of time to prepare for the role-play. Groups are also given instructions that their act must not take longer than 10 minutes. Once a group has finished the performance the educator encourages the learners to explain whether the behaviour of the different characters was appropriate. The response to this is then discussed and the proper behaviour described for each situation. Learners assess the performance of each of the groups by providing feedback to the educator during the discussion. Group members are also assessed according to their participation and contribution to the role-play.

6.2.1.2 Unit Two: Making my home a safe and pleasant place

The **housing education and training outcomes** that will be mastered in this unit include:

- Use the elements and principles of design to design and decorate a home ("Housing Design and Decoration" (HDD), outcome no. 1).
- Identify and describe different floor, window and wall coverings for the design and decoration of the interior and exterior of a home ("Housing Design and Decoration" (HDD), outcome no. 3).

The **Learning Areas and Specific Outcomes** that the learner will master and the related **Assessment Criteria** included in this unit are:

- **Human and Social Sciences (HSS):**

SO 4: Make sound judgements about the development, utilisation and management of resources.

AC 1: Resources are defined and identified.

- **Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS):**

SO 5: Measure with competence and confidence in a variety of contexts.

AC 2: Evidence of knowledge of working with concepts and units of measurement.

- **Arts and Culture (AC):**

SO 6: Use art skills and cultural expressions to make an economic contribution to self and society.

AC 1: The ability to take initiative, to innovate and be productive.

- **Life Orientation (LO):**

SO 5: Practice acquired life and decision-making skills.

AC 3: The responsibility to promote safety awareness, the management of life changes, stress management and conflict resolution is demonstrated.

The **duration** of this unit is approximately one week. The **resources** that are required for this unit include:

- An article about a family that enjoys living in their home (for instance: “We’re blessed to be living here” written by Janet Lightley in *Living & Loving*, January 2000).
- Stationery including coloured pencils, koki’s, crayons and paper.
- Scraps of material, carpeting, tiling, wood, linoleum and plastic.
- Glue.
- Cardboard boxes of different shapes and sizes.
- Old magazines that can be cut up.

The activities performed during this unit require that learners do group work. It would therefore be best if the learner’s desks were arranged to encourage group work and interaction with each other. Three activities are used to facilitate learning in this unit.

- **Activity 1: Discussion about safe and pleasant homes**

The article is read. Negative and positive aspects of this article is discussed and highlighted by asking the following questions:

- Is this family happy to live in their home? Why?
- Do you think that this is a pleasant place to live? Why?
- Do you think that this is a safe place to live? Why?

Learners are then divided into groups of 3 or 4 members each and encouraged to discuss their own homes, focussing on the following questions:

- What makes your home a pleasant place? Why?
- What makes your home a safe place? Why?
- Can anything be done to the structure of your home to improve the safety? What?
- What safety measures are used in the kitchen, bathroom and your bedroom? Why?
- Can anything be done to the interior or exterior of your home to improve it? What?

Groups are then required to report back on the different factors that contribute to a safe and pleasant environment. This report back session is evaluated by the other learners and the teacher. Participation in this activity is aimed at increasing the learner's awareness of his/her home environment. Learners are also sensitised to the need to take responsibility for their own safety in their homes.

- **Activity 2: Making my home safe**

An assignment is given to each group with the following instructions:

Safety in the home

Design a poster that promotes safety in the home. Each picture must identify at least five safety hazards present in different rooms in a house. Safety rules addressing these hazards must be included in the poster. The winning poster will be duplicated and sold to raise funds for the school.

The assumption is made that the learners have already been taught how to make posters and have been assessed against outcomes related to poster making. The emphasis of the assessment in this activity is on the learners' ability to use their own initiative when designing and making the poster. Learners will also be assessed regarding their safety awareness and innovative suggestions regarding safety in the home.

- **Activity 3: Make a collage**

Learners are provided with a variety of scrap materials. The educator then demonstrates in a step-by-step fashion how the groups are to go about designing and making a collage of a room in a house:

1. Draw a plan of the room.
2. Decide where the walls, windows and doors are to be placed.
3. Decide how to arrange the furniture.
4. Choose suitable materials to represent the floor, walls and windows.
5. Choose suitable materials for the furniture, curtains, floor and wall coverings.
6. Make the collage of the room.

The focus of this activity is to allow the learners to be creative in designing the interior of the room they have decided to represent in the collage. Learners are also expected to demonstrate the ability to measure and to judge the size of the different elements included in their design. For instance, the furniture should not crowd the room and the windows should be big enough to allow for enough sunshine. Learners are also expected to provide evidence regarding the utilisation of the resources that were provided for the activity.

The groups are allowed two days to complete their collage. The collage is then assessed using the following criteria:

- Does the collage look like the room that was chosen? For instance, does the bathroom have a bath and a washbasin or does the bedroom have beds in it?
- Have the scraps of materials that were provided been used creatively?
- Has suitable material been used for the floor, wall, windows and doors?
- Has suitable material been used for the furniture?

During this group work exercise learners would have had to deal with the group dynamics. An opportunity would therefore have arisen for the learner to be assessed regarding their ability to manage conflict.

6.2.2 An Example of Outcomes-Based Curriculum Development in the Intermediate Phase

A summary of Steps One to Four of the illustrative Learning Programme to be developed for the Intermediate Phase of Curriculum 2005, using the process illustrated in Figure 6.1. is presented in Table 6.2.

When studying the housing education and training outcomes and the Specific Outcomes that are selected for this Learning Programme, one is able to derive that after the completion of the activities the learner will be able to:

- Explain what housing needs are.
- Identify and describe how housing needs can be satisfied by the family and/or individual.
- Describe factors affecting the way in which housing needs of the family and/or individual are satisfied.
- Demonstrate how a budget can be developed and used to manage the household's finances.

The **Assessment Criteria** associated with these outcomes include:

- The explanation of housing needs is complete, accurate and relevant.
- The description of how housing needs can be satisfied is complete, accurate and relevant and demonstrate a critical understanding of the different factors affecting the way in which housing needs are satisfied.
- The description of the factors affecting the satisfaction of housing needs is complete, accurate and relevant.
- The budget is accurate, complete and includes all the required elements.

Range: The required elements include monthly income and expenses.

- The learner demonstrates how a budget can be used to manage a household's finance in a manner that demonstrates a critical understanding of the monthly income and expenses of a household.

Three units are included in this Learning Programme:

Unit One: Identifying my dream home.

Unit Two: Keeping up with the neighbours.

Unit Three: The household budget.

Table 6.2: Summary of an Example of a Learning Programme that can be used to introduce Housing Education and Training Content into the Intermediate Phase of Curriculum 2005

| Phase Organiser | <i>Economy and Development</i> | Programme Organiser | | | | <i>My Dream Home</i> | | | |
|--|---|-----------------------|-------|--------|-----|----------------------|-------------|---------|-----|
| Housing Education and Training Core Concepts | Housing Education and Training Outcomes | Learning Areas* | | | | | | | |
| | | LLC | MLMMS | NS | T | HSS | EMS | AC | LO |
| | | Learning Programmes** | | | | | | | |
| | | LLC | MLMMS | NS & T | | HSEMS | | AC & LO | |
| | | Specific Outcomes*** | | | | | | | |
| "Housing Needs" (HN) | 1 | | | | 1 | | | 6,7 | 5,7 |
| | 2 | 1,4,7 | | 9 | 1 | 2,4,6,7 | 2,5,7 | 4 | 5,7 |
| "Cultural Aspects of Housing" (CAH) | 2 | 1,3,4,7 | | | 5 | 1,2,5,6 | | 4,8 | |
| "Financial Aspects of Housing" (FAH) | 1 | 1,4,7 | | | | | 5,7 | | |
| | 3 | | 1,2,6 | | | 4 | 1,2,4,5,7,8 | | 5,7 |
| Specific Outcomes that can be achieved in the Learning Programme | | 1,4,7 | 1,2,6 | 9 | 1,5 | 1,2,4,5,6,7 | 1,2,4,5,7,8 | 4,6,7,8 | 5,7 |
| Outcomes to be included in this illustrative Learning Programme | | 3 | 1 | | | 1,2 | 2,5 | | |

* *Learning Areas*: LLC = Language, Literacy and Communication; HSS = Human and Social Sciences; T = Technology; MLMMS = Mathematical Literacy, Mathematics and Mathematical Sciences, NS = Natural Sciences; AC = Arts and Culture; EMS = Economic and Management Sciences; LO = Life Orientation

** *Learning Programmes*: LLC = Language, Literacy and Communication; MLMMS = Mathematical Literacy, Mathematics and Mathematical Sciences; NS & T = Natural Sciences & Technology; HSEMS = Human, Social, Economic and Management Sciences; AC & LO = Arts, Culture and Life Orientation

*** *Specific Outcomes*: see Table 1.1 in Chapter One

6.2.2.1 Unit One: Identifying my dream home

The **housing education and training concepts** to be included in this unit:

- Differentiate between the satisfaction of primary and secondary housing needs demonstrating a critical understanding of the order in which needs are satisfied ("Housing Needs" (HN), outcome no. 1).
- Identify and explain the different factors affecting housing needs ("Housing Needs" (HN), outcome no. 2).

The **Learning Areas, Specific Outcomes and Assessment Criteria** to be included in this unit are:

- **Human and Social Sciences (HSS):**

SO 1: Demonstrate a critical understanding of how South African society has changed and developed.

AC 1: The sources from which knowledge of the South African society are identified and used to identify and select housing

This unit should take the learner no longer than **three days** to complete. The resources that are needed for the implementation of the activities include resources that can be used to find housing, for example an estate agent, the newspapers, Internet and word of mouth.

- **Activity One: Fishbowl discussion**

The educator will provide the background to the fishbowl discussion by explaining the following:

- The housing situation in South Africa.
- The strategies that the Government is using to implement the housing policy.
- The factors influencing the implementation of the different strategies.

The aim of a fishbowl discussion is to stimulate conversation and elicit people's opinions about a selected issue. A selected group of learners are seated around a desk in the centre of the classroom. The rest of the class stands around the inner group. The rules of a

fishbowl discussion are explained to the whole class. Firstly, the learners may only be part of the conversation if they are seated at their desks. Secondly, to be part of the conversation they simply tap a seated person on the shoulder and when they are ready they get up and offer their seat to another learner.

The educator asks the following questions:

- How would you describe your dream home?
- Do you think that everyone can live in their dream home?
- How can one change one's current situation in order to get closer to the ideal of a dream home?
- Do you think having a dream home is important to everyone? Explain your answer.
- Does everyone in South Africa have a home?
- What is being done in South Africa to house the homeless?

Once the discussion is completed, learners are instructed to return to their desks and to answer the **same** questions individually. The class's participation in the fishbowl discussion as well as their answers to the questions are used to assess their knowledge about housing needs, social change and strategies used to implement change and development.

- **Activity Two: Where do I look for my dream home?**

The class is divided into groups of approximately four members each. Each group is provided with resources that can be used to search for appropriate housing. These **resources** include:

- An estate agent (possibly a parent that is available to attend the class).
- Newspapers (the property section).
- A computer that is connected to the Internet.
- A survey sheet that will be used to ask classmates, teachers, visitors to the school and parents about where to find suitable housing.

The learners are provided with an instruction sheet that contains the following instructions:

Searching for my dream home

Use the following resources to find four different housing units that would satisfy the needs of the Sibran family:

- An estate agent.
- Newspapers.
- A computer that is connected to the Internet.

The Sibran's are an extended family of four and consists of the father, mother, grandmother and daughter. The father enjoys watching television whereas the mother and grandmother prefer to sit and do embroidery while talking to each other. The daughter is a 12 years old and doesn't really enjoy watching television or sewing. She prefers to sit in her room and listen to her music, or to be outside in the sun.

The father works very hard and prefers to live near to work so that he doesn't have to spend so much time commuting. The daughter would like to be in a school nearby so that she can walk or cycle there in the mornings.

The father does not earn a very big salary. The family is only able to spend R1250-00 per month on the housing installment. The house would therefore need to cost less than R100 000-00.

Learners are given approximately two hours to do the research. Once the group is satisfied that they have completed their task it is submitted to the educator. The task is assessed according to the participation of the group, the effective use of the resources provided and the way in which the choice of housing satisfied the needs of the individuals and the family described in the case study.

This activity is completed by the educator highlighting the different housing needs of the family and/or individual.

- **Activity Three: Which home must I choose?**

The individual learners are instructed to select one of the four housing units identified by their group. S/he is then required to write an essay about why this choice was made and which housing needs s/he thinks would be met by the choice of this house.

The learner's essay is assessed by determining whether s/he has an understanding of housing needs and how these needs can be satisfied.

6.2.2.2 Unit Two: Keeping up with the neighbours

The **housing education and training outcome** to be used in this unit is:

- Explain the effect of social trends on housing ("Cultural Aspects of Housing" (CAH), outcome no. 2).

The **Learning Areas, Specific Outcomes and Assessment Criteria** to be included in this unit are:

- **Language, Literacy and Communication (LLC):**

SO 3: Respond to the aesthetic, affective, cultural and social values in texts.

AC 3: Response to texts is linked to personal life and the lives of others.

AC 4: Opinions on texts are given and justified.

This unit will take the learner approximately **two days** to complete. The learner will need to be able to access different resources in order to establish what is meant by a social trend. The educator will also need to use a few examples of different social trends affecting housing to demonstrate what the learners should look for during the activity.

- **Activity One: What are social trends?**

Learners are provided with a worksheet in which they are required to read an extract about social trends and their effect on housing. For instance, the extract might explain

how a little boy has to move out of his neighbourhood because his father has been transferred to another city. He is very unhappy because this is the second time in two years that he will have to leave all his friends behind. However, his parents assure him that the house they will be renting will have a garden and that they will therefore be able to buy him a dog. The social trend illustrated in this text is mobility. The learners then engage in a class discussion by using the opinions of friends, newspaper articles and television programmes to identify and describe different social trends affecting housing (mobility, family roles, fashion and taste, population trends, economic conditions, changing work patterns, energy conservation).

The extract needs to highlight at least one of the following social trends:

- Mobility.
- Family roles.
- Fashion and taste.
- Population trends.
- Economic conditions.
- Changing work patterns.
- Energy conservation.

The educator would assess each learner's understanding of social trends according to their contribution in the class discussion. A short test is also used to test the learner's understanding of social trends. For example, learner's could be asked to read a simple case study and comment on the social trends that affect the housing needs of the family referred to in the piece.

- **Activity Two: Social trends affecting the housing of my family**

Learners are instructed to write an essay about the way in which the following social trends have affected their own, or the family lives of friends:

- Economic conditions, for instance people are being retrenched at work and can no longer afford to stay where they presently live. This could result in the family buying or renting a smaller house.

- Family roles, for instance one of the learner's friends has a baby sister and needs to share a room with her. He might feel that this is unfair and that he no longer has a place where he can play.
- Energy conservation, for instance someone's house might recently have been insulated to minimise the amount of heat that enters the home, thus keeping the internal temperature cooler. The learner might be aware of this because of the pink insulation material that was installed, or because his parents have discussed their surprise at the lower electricity bill.

An essay referring to the different social trends and using relevant examples will demonstrate that the learner is aware of what a social trend is. It will also demonstrate that s/he is aware of how the different trends effect their housing situation as well as the situation of others.

6.2.2.3 Unit Three: The household budget

The **housing education and training outcomes** to be included in this unit are:

- Determine the affordability of housing for the individual and/or family ("Financial Aspects of Housing" (FAH), outcome no. 1).
- Develop and use a budget to manage the household's finances ("Financial Aspects of Housing" (FAH), outcome no. 3).

The **Learning Areas, Specific Outcomes and Assessment Criteria** included in the unit are:

- **Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS):**

SO 1: Demonstrate an understanding about ways of working with numbers.

AC 3: Evidence of estimation approaches.

AC 4: Performance of basic operations.

- **Economic and Management Sciences (EMS):**

SO 2: Demonstrate personal role in economic environment.

AC 1: An understanding of the role of the individual in the South African economic environment is demonstrated.

SO 5: Use and communicate economic and financial data to make decisions.

AC 3: Economic and financial data is used for decision-making.

This unit can be completed by the learner within one day. Not many resources are needed for the two activities included in the unit. The only resource that the educator will need to prepare is an activity sheet that provides a description and an example of a budget.

- **Activity One: What is a budget?**

The educator gives a brief lesson about what a budget is. Learners are then provided with a worksheet re-enforcing the facts provided by the educator. The worksheet could look as follows: An example of the worksheet follows.

Worksheet: What is a budget?

Description of a budget

A budget is a plan of how to pay expenses within the limits of an income.

An example of a budget

| INCOME | |
|-------------------|-------------------|
| Salary | R 1 500-00 |
| Housing Allowance | 800-00 |
| | |
| | |
| | |
| Total | R 2 300-00 |

| EXPENSES | |
|-----------------|-------------------|
| Groceries | R1 000-00 |
| Clothing | R 200-00 |
| Rent | R 800-00 |
| Entertainment | R 100-00 |
| Savings | R 100-00 |
| Total | R 2 300-00 |

Exercises

1. What is the income of this individual?
2. Are the expenses planned so that the money spent is not more than the money earned?

3. Why do you think that savings have been included in this budget?
4. Is there another expense that you might have included if this was your budget? Explain why.

Once the learner has completed the worksheet, it is handed to the educator for assessment.

- **Activity Two: The household budget**

Learners are divided into groups and given an activity sheet with the following instructions:

The Rabotho family are considering whether they can afford to buy a house. The house costs R200 000 and will mean that they will need to pay an installment of R2 500 per month. The father earns R7 000 a month and the mother is a housewife who spends her time looking after her two young children at home. Busi is 5 years old and Kgapane is 2 years old. They would like to live in a four bedroom house with a garden and a swimming pool. The family would also like to buy a dog so that the children can learn to appreciate pets in the house.

The family has the following household expenses each month:

| | |
|----------------------------|-----------|
| • Food | R1 500-00 |
| • Clothing | R1 000-00 |
| • Dog food | R 100-00 |
| • Electricity | R 400-00 |
| • Water | R 200-00 |
| • Entertainment | R 500-00 |
| • Maintenance of the house | R 850-00 |

The group is instructed to set up a budget, using the figures provided, to determine whether the Rabotho family can afford to live in the house that they desire. The completion of this activity would require that the learners realise the monthly cost related to acquiring and maintaining a home.

Once the group has worked out a budget, they will need to decide whether the Rabothos can afford the house they desire. The group will also need to provide a motivation for their answer.

The educator will assess the activity according to how the learners worked out the budget, which costs were included and whether they were able to determine if the Rabotho's could afford the house they desired.

6.2.3 An Example of Outcomes-Based Curriculum Development in the Senior Phase

The theme for the illustrative Learning Programme to be developed for the Senior Phase is "Housing forms of different cultures in South Africa". Table 6.1 presents a summary of the Phase and Programme Organisers, housing education and training outcomes, as well as the Specific Outcomes to be used to develop this Learning Programme.

When analysing the housing education and training outcomes, as well as the Specific Outcomes that have been selected, it is possible to formulate the outcomes for the Learning Programme. After completion of this illustrative Learning Programme learners will be able to:

- Explain the contribution of the economic, civic and social components of the community to housing.
- Describe how housing can meet the needs of the individual and/or family.
- Select suitable building materials for the construction of a model depicting a housing form used by a cultural group in South Africa.
- Critically evaluate the processes used to construct the model.
- Describe the impact of this housing form on the natural environment.

The **Assessment Criteria** derived from these outcomes, state that it will be evident that the learner has mastered the outcomes for the Learning Programme when:

- The explanation regarding the role of the economic, civic and social components of the community in housing is relevant, accurate and complete.
- The description of how housing can meet the needs of the individual and/or family is relevant, accurate and complete.
- The evaluation of the processes used to construct the model is accurate and complete and demonstrates a critical understanding of how the housing form should be constructed.
- The description of how the housing form depicted in the model impacts on the natural environment is relevant, accurate and complete.

Table 6.3: Summary of an Example of a Learning Programme that can be used to introduce Housing Education and Training Content into the Senior Phase of Curriculum 2005

| Phase Organiser | Culture and Society | Programme Organiser | | | | | | | Housing and African Tribes |
|--|---|---------------------|---------------|---------|-------|---------|-------|---------|----------------------------|
| Housing Education and Training Core Concepts | Housing Education and Training Outcomes | Learning Areas* | | | | | | | |
| | | LLC | HSS | T | MLMMS | NS | AC | EMS | LO |
| | | Specific Outcomes** | | | | | | | |
| "Basic Housing Technology" (BHT) | 3 | 1,4,7 | | 4 | | | | | |
| | 2 | | | 1,4 | | | | | |
| "Community" (COMM) | 2 | 1,4,7 | 1,2,3 | | | | 4 | 2,7 | |
| "Environment" (ENV) | 3 | 1,4,7 | 4,5 | 5,6 | 6 | 3,4,5,9 | | | |
| "Housing Needs" (HN) | 1 | | | 1 | | | 6,7 | | 5,7 |
| | 2 | 1,4,7 | 2,4,6,7 | 1 | | 9 | 4 | 2,5,7 | 5,7 |
| Specific Outcomes that can be achieved in the Learning Programme | | 1,4,7 | 1,2,3,4,5,6,7 | 1,4,5,6 | 6 | 3,4,5,9 | 4,6,7 | 1,2,5,7 | 5,7 |
| Outcomes to be included in this illustrative Learning Programme | | | 1,6 | 1,4 | | | 4 | | |

* Learning Areas: LLC = Language, Literacy and Communication; HSS = Human and Social Sciences; T = Technology; MLMMS = Mathematical Literacy, Mathematics and Mathematical Sciences, NS = Natural Sciences; AC = Arts and Culture; EMS = Economic and Management Sciences; LO = Life Orientation

** Specific Outcomes: see Table 1.1 in Chapter One

The following two units are to be included in this Learning Programme:

Unit One: Researching different housing forms used by different cultures in South Africa.

Unit Two: Building a model of a form of housing used by a cultural group in South Africa.

6.2.3.1 Unit One: Researching housing forms used by different cultural groups in South Africa

The **housing education and training outcomes** that are to be included in this unit are:

- Discuss the interaction of the individual and/or family with the civic, social and economic components of a community ("Community" (COMM), outcome no. 2).
- Differentiate between the satisfaction of primary and secondary housing needs demonstrating a critical understanding of the order in which needs are satisfied ("Housing Needs" (HN), outcome no. 1).
- Identify and explain the different factors affecting housing needs ("Housing Needs" (HN), outcome no. 2).

Table 6.1 indicates that four Learning Areas are included in this Learning Programme. The **Learning Areas, Specific Outcomes and Assessment Criteria** to be used in this unit include:

- **Human and Social Sciences (HSS):**

SO 1: Demonstrate a critical understanding of how South African society has changed and developed.

AC 1: The sources from which knowledge of South African society is constructed are identified.

AC 3: The interrelationships between South Africa, Africa and the rest of the world are explored.

SO 6: Demonstrate an understanding of the interrelationships between society and the natural environment.

AC 3: The impact of human activities on different natural systems is investigated by:

- Accessing information.
- Identifying key causal factors and relationships.
- Critiquing decision-making processes and motives.

- **Arts and Culture (AC):**

SO 4: Demonstrate an understanding of the origins, functions and dynamic nature of culture.

AC 1: Knowledge of diverse cultures.

AC 6: Understanding of heritage conservation and preservation.

The completion of this unit should not take the learners longer than **two weeks**. One of the activities included in this unit require that the learners perform literature research on a South African cultural group. Time should be provided for learners to complete this activity during class time. The other activity require that an interview be performed, and this might need to be performed outside of class time. The second week of Unit One will therefore dovetail with Unit Two.

Learners will need to use as many different **resources** as possible to execute the research included in this unit. Resources include books, magazines, traditional stories and the Internet. If the school does not have its own library, then the local library should be used. Failing this, the educator might need to make books and journals available for the learners to use in the classroom. The research is presented as a project. Learners will need to compile the project using whatever resources are available. The projects can be handwritten or typed.

The literature research activity of this unit is performed by each individual learner. Enough space will therefore need to be made available for each individual to be able to work in the classroom.

Two **activities** are used to achieve the housing education and training outcomes and the Specific Outcomes for this unit:

- **Activity One: Select and Research a housing form used by a cultural group in South Africa**

Each learner must identify and select a cultural group in South Africa and conduct research on the housing form used by this cultural group. Cultural groups include tribes such as the Xhosa, the Ndebele and the Basothu.

The following aspects of the form of the housing are to be researched:

- Material used for building, for example mud, stones or cow dung.
- Methods used to build the housing, such as thatching of the roof and making of bricks.
- The shape of the house and how it accommodated the family's activities.
- The arrangement of the houses in relation to each other, for instance some cultural groups have a separate house for the father and another house for the mother and children.
- Ways in which the houses are decorated and the materials used for decoration, for example the colourful geometric designs of the Ndebele.

The research is presented as a project. It is important to note that learners are expected to complete the literature research during class time and that the project may not be completed at home.

- **Activity Two: Interview**

The aim of this activity is to elicit information from representatives of different cultural groups. The educator selects parents and grandparents that are representative of different cultural groups in the school or area, and asks them whether they are willing to participate in this activity.

Learners work in groups and develop appropriate questions to ask the participants. The educator prepares the learners for the interviews by explaining how an interview is performed and the correct behaviour expected from each learner during the interview. Learners are also instructed to record the interview, either by making short notes or by asking the interviewee whether they might make an audio or audiovisual recording of the activity.

Once the interviews are completed learners prepare themselves to report back on their findings. The learners will be assessed as to whether they could obtain information on the following aspects:

- Characteristics of the cultural group, such as clothing, housing and eating habits.
- Typical housing forms traditionally used by the cultural groups.
- Cultural norms regarding the way in which the different members of the family are housed and how the housing structure is adapted to accommodate this.
- The effect that changes in the South African economy and politics might have had on the way in which this cultural group is housed.

6.2.3.2 Unit Two: Building a model of a form of housing used by a cultural group in South Africa

The **housing education and training outcomes** that are to be mastered in this unit include:

- Select and describe materials that are used to build, renovate and finish-off a home ("Basic Housing Technology" (BHT), outcome no. 3).
- Evaluate the building processes used to build and renovate a home ("Basic Housing Technology" (BHT), outcome no. 2).
- Explain the interaction between the housing environment and the natural environment ("Environment" (ENV), outcome no. 3).

The **Learning Areas, Specific Outcomes and Assessment Criteria** to be included in this unit are:

- **Technology (T)**

SO 1: Understand and apply the technological process to solve problems and to satisfy needs and wants.

AC 1: Problems, needs and wants are identified and explained.

SO 4: Select and evaluate products and systems.

AC 2: Products and systems are effectively evaluated.

The learners should take no longer than **one week** to complete this unit. Learners should not be classroom bound for the duration of the unit. They should be encouraged to use the literature research and the information gained from the interviews about the different housing forms used in different cultures in South Africa, to complete this activity. Learners will also need to search the school grounds for materials that can be used to build their model. In addition to this, learners might need to bring materials from home that are needed to construct the model. However, learners may not complete the model at home. **Assessment** is performed throughout the duration of this unit and is not only performed on the final product. Learners will be working in groups and assessed regarding their participation and contribution to the group's work.

Only one **activity** is to be included in this unit. However, the activity will take the learners at least one week to complete and will use the literature research and the interviews that were completed in Unit One as background.

- **Activity One: A model depicting one of the housing forms of a selected cultural group in South Africa**

Using the literature research and the interviews completed in Unit One, learners divide into group and select a cultural group and associated housing form that will be constructed by the group. The group first draws the plans for the model. Materials that will be used for the different structures, as well as the methods that will be used to build them, are indicated on the plan. The educator evaluates the plan and offers guidance and corrective steps where necessary.

The learners build the model using the plan and are assessed as to how the plan is used to guide the construction process. Models are then presented by the learners to the rest of the class together with an explanation about the aspects researched in Unit One, and include:

- Material used for building, for example mud, stones or cow dung.
- Methods used to build the house, such as thatching of the roof and making of bricks.
- The shape of the house and how it accommodated the family's activities.

- The arrangement of houses in relation to each other, for instance some cultural groups have a separate house for the father and another house for the mother and children.
- Ways in which the houses are decorated and the materials used for decoration, for example the colourful geometric designs of the Ndebele.

6.3 SUMMARY

A model that can be used to facilitate the introduction of housing education and training content into the Foundation, Intermediate and Senior Phases of the GET Band, was presented and explained in this chapter. An example of a Learning Programme for each of the phases was developed using the proposed model.

When the changes proposed by Chisholm (2000: 82) are included in Curriculum 2005 the second, adapted model, also presented and discussed in this chapter, can be used to facilitate housing consumer education in the GET Band of the NQF.

CHAPTER 7

FINDINGS, RECOMMENDATIONS AND FINAL CONCLUSIONS

7.1 INTRODUCTION

The aim of the research, as stated in Chapter One, was “to develop and present recommendations for the inclusion of housing education and training core concepts into the Foundation, Intermediate and Senior Phases of the General Education and Training (GET) Band of the National Qualifications Framework (NQF)”.

The objectives were:

- To determine which housing education and training core concepts are needed to equip a school leaver as an informed and responsible housing consumer.
- To describe the housing education and training core concepts that are needed to equip a school leaver as an informed and responsible housing consumer.
- To evaluate the status of housing education and training in the present education system by determining the frequency of the housing education and training core concepts occurring in the core subject curriculums of the Junior Primary (Foundation), Senior Primary (Intermediate), Junior Secondary (Senior) and Senior Secondary (School Phase of the Further Education and Training (FET) Band) Phases.
- To evaluate the status of housing education and training in the present education system by determining the relevance of the housing education and training core concepts occurring in the core subject curriculums of the Junior Primary (Foundation), Senior Primary (Intermediate), Junior Secondary (Senior) and Senior Secondary (School Phase of the Further Education and Training (FET) Band) Phases.

- To verify the housing education and training core concepts as well as the recommendation to include the concepts into the Foundation, Intermediate and Senior Phases of the GET Band of the NQF.
- To identify suitable constructs in Curriculum 2005 that will facilitate the inclusion of housing education and training core concepts into the Foundation, Intermediate and Senior Phases of the GET Band of the NQF.
- To use the identified constructs in making recommendations for the inclusion of housing education and training core concepts into the Foundation, Intermediate and Senior Phases of the GET Band of the NQF.
- To use the constructs of Curriculum 2005 to propose a model for the inclusion of housing education and training core concepts into the Foundation, Intermediate and Senior Phases of the GET Band of the NQF.

The major findings and conclusions that have been reached for each of the objectives will be discussed in this chapter. Shortcomings, as well as the recommendations for further research are also included.

7.2 MAJOR FINDINGS AND RECOMMENDATIONS

Summaries of the major findings and recommendations of the structured group meetings and document analysis performed in the research are discussed in this section.

7.2.1 Identifying and describing the findings regarding the Housing Education and Training Content to be included in the GET Band of the NQF

The first and second objectives were addressed in Phase One of the research. The content to be included in the GET Band of the NQF that would equip school leavers as informed and responsible housing consumers is summarised as sixteen housing education and training core concepts. The concepts include: “Basic Housing Technology” (BHT), “Community” (COMM), “Cultural Aspects of Housing” (CAH), “Environment” (ENV), “Financial Aspects of Housing” (FAH), “Housing Consumerism” (HC), “Housing Design and Decoration” (HDD), “Housing Market”(HM), “Housing Needs” (HN), “Housing Policy” (HP), “Legal Aspects of Housing” (LAH), “Resource Management” (RM), “Role-Players in Housing” (RP), “Sources of Housing Information” (SHI), “Tenure Options” (TO), and “Types of Housing” (TH). Descriptions were formulated for each of the sixteen concepts in order to define the parameters of the content to be included by each. These descriptions are discussed in Section 4.2.4 of Chapter Four.

Literature supports the need to educate the housing consumer with regard to the content contained in the housing education and training core concepts. “Financial Aspects of Housing” (FAH) includes issues that are of great concern in the South African context. Consumers need to be educated regarding the support mechanisms put in place by Government to aid low-income households. Knowledge of subsidies, mortgage loans, affordability of housing, the importance of savings in accessing housing finance and budgeting needs to be included in the teaching of this concept.

The housing education and training core concept, “Housing Consumerism” (HC) includes the process of decision-making and takes into consideration the factors affecting a housing consumer’s choice. Here the ability to access housing-related information becomes important in helping the consumer make an informed decision. The concept, “Sources of Housing Information” (SHI) therefore needs to be included when teaching the potential housing consumer. In order to finalise a purchase, the consumer needs to be

informed with regard to the “Legal Aspects of Housing” (LAH). The individual needs to be equipped with knowledge of contracts in order to critically evaluate the content of such a document. The consumer also needs to be aware of the implications and commitment such a document would illicit.

“Housing Needs” (HN) affects the consumer’s housing choice. Many homeless South Africans are now able to satisfy the most basic need for shelter because of the Government’s enabling role in aiding low-income consumers to access housing finance. Once lower order needs are met, households are able to consider satisfying higher order needs. “Housing Design and Decoration” (HDD) is the housing education and training core concept identified in the research that satisfies such a need. The satisfaction of aesthetic-related needs only becomes important once the need for shelter and protection have been fulfilled. It is therefore important for the potential consumer to be aware of the role that housing design and decoration plays in the satisfaction of housing needs.

Lack of creative tenure and housing options have slowed down the housing delivery process. Consumers are convinced by politicians and the influence of significant others, that ownership and a single house on a plot, is the best housing option. Potential consumers therefore need to gain insight into the different “Tenure Options” (TO) and “Types of Housing” (TH) available.

South Africa is a multi-cultural nation that has a rich cultural heritage. “Cultural Aspects of Housing” (CAH) takes into consideration the overwhelming influence that cultural norms, beliefs and norms have on housing choice. Cultural influences on housing include values, symbolic sanctions, material culture, social structure, housing experience, reference group and lifestyle. The education of the potential housing consumer will therefore contribute toward the appreciation of the values, norms and beliefs embedded within a culture and those reflected in modern housing trends.

Lack of technical knowledge with regard to the planning, construction and cost of building a house has made consumers susceptible to exploitation. The core concept

“Basic Housing Technology” (BHT) includes fundamental knowledge that will equip the consumer to critically evaluate the way in which a house has been constructed. “Resource Management” (RM) equips the learner with skills that are essential in maintaining and managing the structure, as well as the household.

As indicated in Chapter Two, the housing delivery process is determined by the housing policy as formulated by Government. The three housing education and training core concepts that include content relating to the South African housing policy are “Housing Policy” (HP), “Housing Market” (HM) and the “Role-Players in Housing” (RP). “Housing Policy” (HP) pertains to the influence of the national housing code on housing in the South African context. For instance, one of the strategies included in the national housing code is aimed at mobilising housing credit focussing on the low-income housing market. Consumers targeted by this strategy will therefore need to know about the mechanisms being established by Government that are facilitating the realisation of this strategy. “Housing Market” (HM) emphasises the economic role of housing and how, for instance, it effects job creation and the generation of income. “Role-Players in Housing” (RP) refers to the different stakeholders and role-players involved in the design, building, maintenance, renovation and finishing-off of housing.

The definition of housing in the White Paper (DOH, 1994) acknowledges the role of the environment and community in the establishment of habitable, stable and sustainable residential environments. One of the housing education and training core concepts, “Environment” (ENV) refers to the micro-, meso- and macro-environment of the individual, family or household. This includes the interaction between the household, the housing environment and the natural environment.

The core concept “Community” (COMM) refers to the way in which the civic, social and economic components of the community interact. A housing consumer would need to know that the presence of, for instance, policemen (representing the civic component of a community) in a neighbourhood might reduce the occurrence of crime, thus making the neighbourhood more desirable and, perhaps making the houses in that neighbourhood

more expensive. The situation of schools (representing the social component of the community) within a neighbourhood could also influence the desirability of that neighbourhood in that families with children would prefer to live closer to a school. A shopping centre (representing the economic component of the community) located nearby might be desirable to families with a working mother as this might make her task of doing the grocery shopping after work less time consuming.

The concepts identified in the research thus reflect the South African housing context and are appropriate vehicles for the education of learners so that they can become informed and responsible housing consumers.

7.2.2 Status of Housing Education in the present School Curriculum

The third and fourth objectives were aimed at evaluating the existing state of affairs of housing education in the present school curriculums of the Foundation (Junior Primary), Intermediate (Senior Primary), Senior (Junior Secondary) Phases of the GET Band and the School Phase of the FET Band (Senior Secondary) subjects.

Figure 4.3 in Chapter Four shows that only ten of the housing education and training core concepts are present in the core subject curriculums of the **Foundation Phase**. Of these ten concepts, only seven were rated as “relevant”.

Ten of the sixteen housing education and training core concepts are also present in the core subject curriculums of the **Intermediate Phase** and, as illustrated in Figure 4.4, only five of these ten concepts are rated as “relevant”. The status of housing education and training in this phase is therefore poor. Without the learner being exposed to the sixteen housing education and training core concepts, s/he will not be equipped with the necessary knowledge and skills required to be an informed and responsible housing consumer in South Africa.

Only two housing education and training core concepts are not present in the core subject curriculums of the **Senior Phase** (Figure 4.5). The status of housing education therefore seems to be the best in this phase of the GET Band. However, only nine of the concepts present in the core subject curriculum are rated as “relevant”, three were rated as “satisfactory” and two were rated as being of “minor relevance”. It is important to note that many of the subjects included in this phase of the GET Band are optional. Learners would therefore only be exposed to the “relevant” concepts if it was included in their choice of subjects.

The thirteen housing education and training core concepts present in the core subject curriculums of the **School Phase of the FET Band** (Figure 4.6), are all rated as “relevant”. Although the status of housing education and training is the best in this Phase, the knowledge and skills being learnt by the learner are of a very technical nature. This is apparent if one reads some of the sentences coded as “relevant” in Table 4.19. Although this phase falls in the FET Band of the NQF, attention needs to be given to equipping the potential housing consumer with knowledge and skills that will enable him/her to make informed, responsible housing-related decisions. The consumer does not need to be a specialist in order to achieve this.

In reply to the problem statement in Chapter One, the research has shown that certain aspects of housing education and training are included in the present core subject curriculums of the GET Band and School Phase of the FET Band of the NQF. However, the conclusion that can be made from the results of the document analysis performed in Phase Two of the research, is that insufficient housing education and training content is included in the present Primary and Secondary school curriculum to equip the learner as an informed and responsible housing consumer.

By determining the frequency of the occurrence of the sixteen housing education and training core concepts, as well as the relevance of the housing education and training core concepts present in the core subject curriculums that were evaluated, it was determined

that the present status of housing education and training in the primary and secondary school subject curriculums is poor.

7.2.3 Verification of the Housing Education and Training Core Concepts

The fifth objective of the research was “to verify the housing education and training core concepts as well as the recommendation to include the concepts into the Foundation, Intermediate and Senior Phases of the GET Band of the NQF”. A focus group was held in order to verify the sixteen core concepts. This focus group was also asked to verify the method being developed in order to facilitate the inclusion of the housing education and training core concepts into the Learning Programmes of the GET Band of the NQF. (change sentence structure) Although the recommendations were not finalised, the participants verified aspects of the research that had been completed.

From the discussion that arose in the first part of the group session, it became apparent that the knowledge, skills, attitudes and values necessary for housing consumer education in the GET Band were contained in the sixteen housing education and training core concepts. The introduction of this content into the GET Band of the NQF would be critical to the education of an informed and responsible housing consumer. The recommendations made by the research would therefore need to be meticulously designed so as to facilitate the introduction of this content into the new curriculum. Educators would need to understand these recommendations so that they would be able, and willing, to introduce housing content into the new curriculum. The simplicity and workability of these recommendations would determine whether housing education content would be included in the GET Band of the NQF.

The second part of the group session emphasised that specific criteria, related to the curriculum development process of the new curriculum, be used to include the sixteen housing education and training core concepts in the different phases of the GET Band of the NQF. The group also voiced the opinion that the degree of complexity of the housing

education and training core concepts be adjusted according to the ability of the learner in each phase of the GET Band.

The criteria that were identified and used in the development of the recommendations of this study were the constructs currently present in Curriculum 2005. The identification of these constructs fulfilled the sixth objective, namely “to identify suitable constructs in Curriculum 2005 that will facilitate the inclusion of housing education and training core concepts into the Foundation, Intermediate and Senior Phases of the GET Band of the NQF”. The complexity of the knowledge and skills to be included in the GET Band was matched with the profile of the learners in each of the different phases.

The development of Learning Programmes by educators is a skill that still needs to be understood and acquired by many educators. In fact, regional officers of the Gauteng Department of Education (GDE) are presently involved in training educators for this province with regard to the development of Learning Programmes. This is an indication of the progress being made regarding the development of Learning Programmes by educators for OBE in South Africa.

7.2.4 Recommendations for the inclusion of the Housing Education and Training Core Concepts into the GET Band of the NQF

The seventh objective, namely “to use the identified constructs in making recommendations for the inclusion of housing education and training core concepts into the Foundation, Intermediate and Senior Phases of the GET Band of the NQF” was achieved by using the Specific Outcomes, Assessment Criteria and Performance Indicators currently present in Curriculum 2005.

The seven Critical Cross-Field Outcomes are the foundation of the curriculum development process in outcomes-based education (OBE) in South Africa. These outcomes are aimed at preparing the learner for real life roles, one of which is that of consumer, specifically the housing consumer. As described in Section 1.6.22.1, these Critical Outcomes are life skills used by learners when mastering the knowledge, skills,

attitudes and values contained in the curriculum. For instance, some of the activities included in Chapter Six required that learners work in groups, thus developing the critical outcomes described as teamship. Another Critical Outcome included in the sample activities of Chapter Six was that of problem-solving.

The recommendations formulated and presented in Chapter Five, and the models presented in Chapter Six, use the outcomes-based curriculum development process described in Chapter Two as a vehicle for the inclusion of the sixteen housing education and training core concepts into the National Curriculum. This process is not aimed at prescribing to the educator what content to include in order for the learner to achieve competence in the Specific Outcomes. It should rather serve as a guide when designing activities for Learning Programmes that will facilitate the education of the potential housing consumer.

7.2.4.1 Developing a National Strategy that will support the introduction of Housing Education and Training Content into the GET Band of the NQF

The introduction of housing education and training content into the GET Band of the NQF would need the national support of two Departments, namely the Department of Education and the Department of Housing. Once these two departments are convinced of the legitimacy of the needs and the feasibility of the recommendations made in the research, a national strategy will need to be developed that will facilitate the introduction of housing content into the curriculums of GET learners in the whole of South Africa. Without this national support, these recommendations would not bear fruit. Moreover, the introduction of housing content into the GET Band curriculum might need to become a national policy that is integral to the education and training of economically active and socially responsible citizens.

7.2.4.2 Coordination of a National Strategy

The development of a national strategy would then be followed by the implementation thereof. A national project management team would need to be identified, trained and

empowered to champion the introduction of the content into the curriculum of the GET Band of the NQF. Careful monitoring of the implementation of this strategy would be critical to its success. Prompt feedback mechanisms would allow the project management team to design corrective action that would facilitate a smooth implementation.

Educators currently teaching GET Band learners would, as part of the national strategy, need to be trained or re-trained. Such training would need to consist of a firm understanding of OBE and the principles underlying it. Educators would therefore need to master the core knowledge and skills related to OBE before progressing to the next stage of their training, namely the use of the proposed model to facilitate the introduction of the housing education and training content into the Foundation, Intermediate and Senior Phases of the GET Band.

7.2.4.3 Training of GET Educator Students regarding the introduction of Housing Education and Training Content into the GET Band of the NQF

Students currently enrolled in Learning Programmes aimed at training them as GET Band teachers, will need to be trained how to use the proposed model to introduce housing education and training into the GET Band. Future teachers must realise that learners need to be equipped with the knowledge, skills, attitudes and values in order to make informed and responsible housing-related decisions. Lack of insight into the urgency of this issue could result in teachers not including this content in their Learning Programme design.

7.2.5 Using the Constructs of Curriculum 2005 to develop a Model for the introduction of Housing Education and Training into the GET Band of the NQF

The eighth and last objective of the research was “to use the constructs of Curriculum 2005 to propose a model for the inclusion of housing education and training core concepts into the Foundation, Intermediate and Senior Phases of the GET Band of the NQF”. A model, presented in Figure 6.1 of Chapter Six, was developed using the

constructs present in Curriculum 2005. The development of this model satisfied the eighth objective of the research by using the constructs of Curriculum 2005 to propose a model for the inclusion of housing education and training core concepts into the Foundation, Intermediate and Senior Phases of the GET Band of the NQF. These constructs include the Phase and Programme Organisers, the Specific Outcomes, Learning Areas, Assessment Criteria and Performance Indicators. Housing education and training outcomes were developed from the knowledge, skills, attitudes and values embedded in the sixteen housing education and training core concepts. These outcomes were used in the model to facilitate the choice of Specific Outcomes and their related Learning Areas.

The adapted model in Figure 6.2 was developed by taking into consideration the changes proposed by the Chisholm report (2000). The model can still be used once the Specific Outcomes are replaced by Learning Area statements and the Phase and Programme Organisers, Assessment Criteria and Performance Indicators are removed from the curriculum. The housing education and training outcomes will then be selected by considering the content of the Learning Area Statements. A Learning Programme can then be designed using the knowledge, skills, attitudes and values embedded in the sixteen core concepts without using the Specific Outcomes. Assessment Criteria are derived from the outcomes describing the culminating demonstration of competence for the Learning Programme. The removal of the Assessment Criteria currently prescribed by the DOE and published in the Phase Documents (DOE, 1997c, d & e) will therefore not affect the Learning Programme design.

7.3 POSSIBLE SHORTCOMINGS OF THE RESEARCH

Although the aim and objectives formulated for the research have been fulfilled, certain issues have arisen from the different phases of the research and are discussed as shortcomings of the research in this section.

7.3.1 Composition of the Structured Group Meetings

Four structured group meetings were held in Phase One of the research in order to determine which housing education and training core concepts are needed to equip a school leaver as an informed housing consumer. Although representatives from the fields of Education and Housing were included in each of the groups, more of the participants were housing practitioners than educators. Great care was taken to include representatives from different races. However, transport and communication problems hampered their participation. Lack of representatives from different races could therefore have had an influence on the ideas generated by the structured group meetings.

The inclusion of a greater number of educators in the different structured group meetings might have added a different dimension to the generation of the housing education and training core concepts. By including more educators in these group sessions, greater insight might have been gained into the complexity and relevance of the housing education and training core concepts to be included in the different phases of the GET Band.

7.3.2 Evaluation of the Curriculum-In-Use

The use of the document analysis to evaluate the status of housing education and training in the present core subject curriculums of primary and secondary schools only considered the presence and relevance of the sixteen housing education and training core concepts in the written curriculum. Jordaan in Carl (1995: 168) states that the "real success is evaluated by the degree to which *the curriculum* is workable in practice". The presence and the relevance of housing education and training core concepts in the core subject curriculums does not necessarily mean that these housing education and training core concepts are included in the content presented to the learner in the classroom.

Research still needs to be performed that will assess the status of housing education and training in the school curriculum that is actually taught by teachers. The occurrence of

housing education and training core concepts in this context might be a better indicator of the housing education and training content presently being relayed to the learner.

7.4 RECOMMENDATIONS FOR FURTHER RESEARCH

This research project identified and defined housing education and training content to be included in the GET Band of the NQF. More research needs to be performed regarding the training of teachers and the use of the proposed model to introduce housing content into the GET Band of the NQF. These recommendations will be discussed in the following section.

7.4.1 Training of Student Teachers regarding the inclusion of Housing Content into the GET Band of the NQF

The introduction of housing content into the GET Band of the NQF using the proposed model rests on two premises, namely that teachers have been trained to use the proposed model and that teachers are using the proposed model to introduce housing education content into their Learning Programmes. Research on the design of Learning Programmes that can be used to train teachers to use the proposed model is needed. A research project to assess the way in which teachers use the proposed model to facilitate the introduction of housing content in their Learning Programmes is also recommended.

7.4.2 Evaluation of the use of the Proposed Model for the introduction of Housing Education and Training Content into the GET Band of the NQF

Research also needs to be performed that will assess the success of the use of the proposed model for the introduction of housing content into the GET Band of the NQF. This research project would assess whether learners are able to make informed and responsible housing-related decisions and whether the ability to do so is an outcome of the content that was included in the GET Band of the NQF. However, such a research project can only be performed once the teachers have been trained to use the proposed model and once the learners have had sufficient exposure to the knowledge, skills,

attitudes and values embedded in the sixteen core concepts. The aim of such a research project would be to determine whether learners are able to make informed and responsible housing-related decisions after the sixteen housing education and training core concepts have been included in their curriculum.

7.5 FINAL CONCLUSION

Ignorant, irresponsible decisions are presently contributing to the exploitation of the South African housing consumer. Although the South African Government is doing much to educate the present housing consumer, a sustainable solution needs to be introduced in order to ensure that potential housing consumers are equipped to make informed, responsible housing-related decisions. The inclusion of the housing education and training core concepts into the Foundation, Intermediate and Senior Phase of the GET Band of the NQF provides such a solution.

The research has identified the housing education and training core concepts defining the knowledge, skills, attitudes and values required by the school leaver to be equipped as an informed and responsible housing consumer. Recommendations have also been made in order to guide the educator as to how to include these housing education and training core concepts into the Foundation, Intermediate and Senior Phases of the GET Band. Care has been taken to present a model (Figure 6.1) that could be used by educators to include the concepts into the new National Curriculum using the constructs of this curriculum. Should the changes to Curriculum 2005, as proposed by the Review Committee (Chisholm, 2000), be introduced, teachers would then use the adapted model, presented in Figure 6.2, to introduce housing content into their Learning Programmes.

The quality of life of South African citizens can be improved by equipping individuals with the knowledge, skills, attitudes and values necessary to make informed and responsible housing-related decisions. Therefore, the inclusion of the housing education and training core concepts into the Foundation, Intermediate and Senior Phases of the GET Band of the NQF needs to be promoted and implemented without delay.

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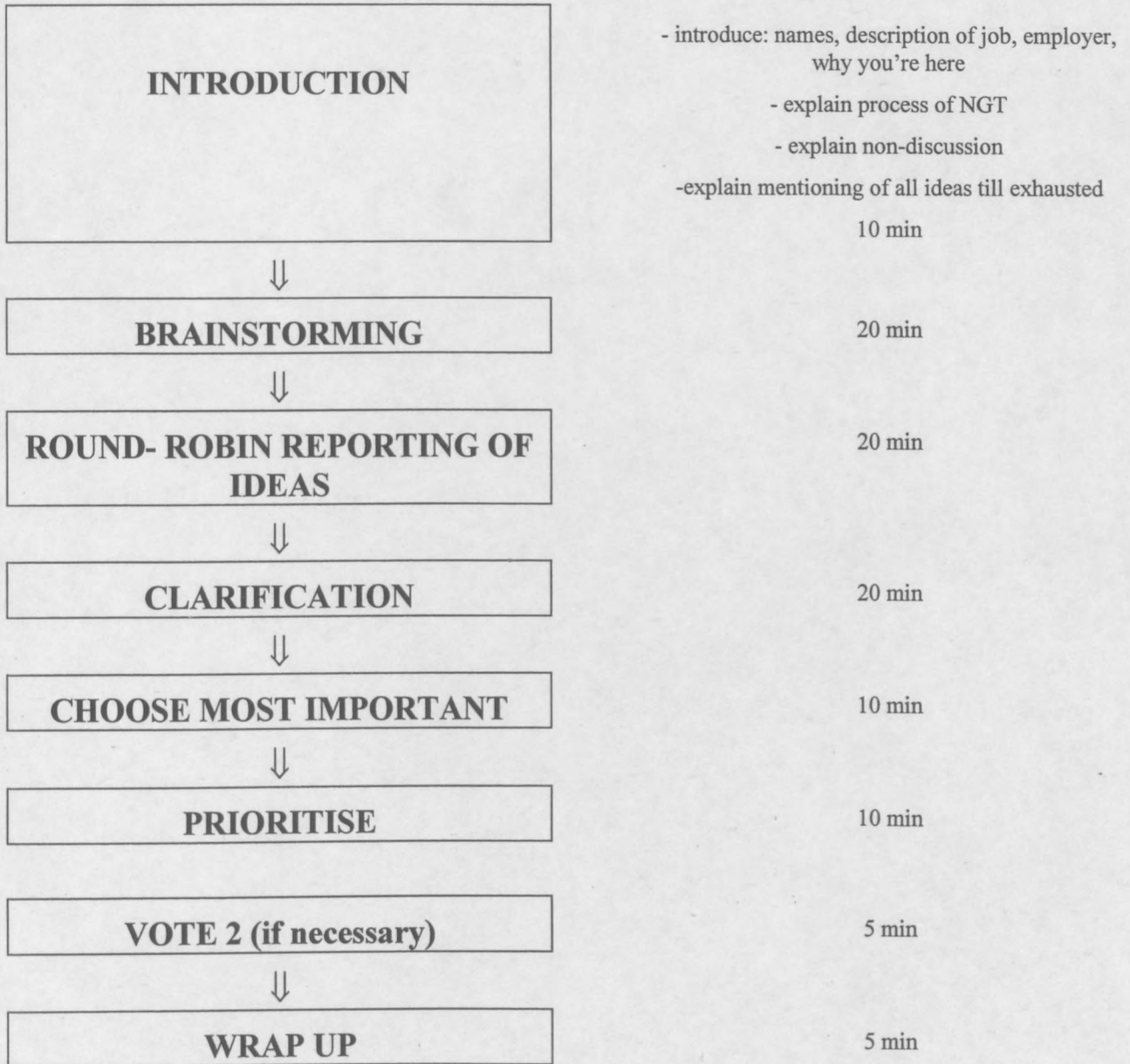
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Addendum A: Structured Group Meeting Schedule Sheet



Addendum B: An Example of the Letter Faxed to the Structured Group Meeting Respondents

F A X M E S S A G E

DATE: 3 June 1997
TO: Ilene Walsh
FAX NO.: (021) 419 5401
FROM: Michele Serfontein
FAX NO.: (021) 808 4336
TEL NO.: (021) 914 0971

RE: FOCUS GROUP : 9 JUNE 1997

As part of my doctorate in Housing Education I need to define the content of what primary and secondary school learners need to be taught to equip them as responsible housing consumers.

Many new consumers are entering the housing market in South Africa. Although much is being done by the various role-players to educate these new and potential home owners, it seems that little is being done to educate and equip the youth of South Africa to be responsible housing consumers. This study aims at identifying the characteristics of a responsible housing consumer and proposing a strategy for the education of South Africa's youth so that they are equipped when entering the housing market to make responsible and informed decisions.

To do this I have decided to ask people in the various fields of housing and education for their input. Two focus groups are being organised for the Western Cape. Each focus group will have 8 or 10 participants and will be lead by an independent facilitator. Two hours will be needed to complete each session after which refreshments will be served.

The Nominal Group Technique is the method to be used to structure these brainstorming sessions: a single question is asked; individuals brainstorm independently of the group and then report back their ideas; these ideas are then discussed and ordered to produce a

prioritised list of phrases and/or concepts in answer to the question posed at the start of the session.

The list that is created in these groups will then be processed to compile a questionnaire. This questionnaire will be sent out to schools to assess the status of Housing Education in the present school curriculum. The results of this survey will be used to propose a strategy for the inclusion of Housing Education in the New Curriculum (NQF). This serves as confirmation of your participation in the following group:

| | |
|--------|-------------------------|
| DATE: | 9 June 1997 |
| TIME: | 2 – 4 pm |
| VENUE: | Garden Cities, Edgemoor |

I will send directions as soon as I receive this information.

I look forward to meeting you next week.

Yours faithfully

Michele Serfontein
RESEARCHER

Addendum C: An Example of an Information Sheet for Participants of a Structured Group Meeting

Discussion group: NGT: Johannesburg

19 August 1997 14:00 - 16:00 University of the Witwatersrand

| | |
|--------------------------------|--|
| Name (and title) | |
| Housing / Education | |
| Name of employer | |
| Occupation | |
| Tel no (W) | |
| Tel no (H) | |
| Cell no | |
| Fax no. | |
| Postal address | |

Thank you for your willingness to participate in today's discussion. I will send you feedback as soon as the results of these group discussions are final.

Michele Serfontein

Addendum D: An Example of a Tally Sheet used for the Document Analysis

Addendum D: An Example of a Tally Sheet used for the Document Analysis

| Document | | | | OG/LG/SG/HG | |
|----------|-----------|-----|-------------|-------------|---------|
| Subject | | | | Std / Grade | |
| Code | | | | Code | |
| Page no. | Paragraph | HEC | Description | Quality | Context |
| | | | | | |
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Addendum E: Session Schedule for the Focus Group

| | | |
|---|---------------|--|
| TEA / COFFEE | Till 14:00 | Permission to record workshop <ul style="list-style-type: none"> • Only for research • Anonymous |
| ⇓ | | |
| Ice breaker | 5 min | |
| ⇓ | | |
| Workshop objectives Overview of research Purpose of research HEAT | 20 min | |
| ⇓ | | |
| Intro Question: <i>What should children (6 – 14 yrs) know and be able to do to equip them as informed housing consumers?</i> | 20 min | Stimulates discussion / NOT NGT again Jot down ideas for later... |
| ⇓ | | |
| Problem statement: Define HEAT Recommendations i.t.o relevance to learner at certain age / phase and complexity of subject matter to learner within phase | 15 min | Use issues raised in first discussion <ul style="list-style-type: none"> ⇒ complexity ⇒ relevance ⇒ dilemma |
| ⇓ | | |
| TEA / COFFEE | 10 min | |
| ⇓ | | |
| Specific question: (silent brainstorm) <i>What suggestions / changes would you make to the proposal for the inclusion of HEAT into the school curriculum?</i> <i>Keep in mind the complexity of the HEAT to the child and the relevance of that concept to the child in that age group</i> | 5 min | Participants to study model Prompts: <ul style="list-style-type: none"> • Is SHI foundation to all HEAT? • Is HM / HP very complex? • Do HEAT follow logical sequence? |
| ⇓ | | |
| Round-robin feedback | 20 min | |
| ⇓ | | |
| Rounding off / Close | 10 min | |

Addendum F (i): Core Subject Curriculums Included in the Document Analysis in the Foundation Phase

| SUBJECT | GRADE | | | Grand Total |
|-----------------------|----------|----------|----------|-------------|
| | 1 | 2 | 3 | |
| Art | 1 | 1 | 1 | 3 |
| Art Education | 1 | 1 | 1 | 3 |
| Arts and Crafts | 1 | 1 | 1 | 3 |
| Environmental Studies | 1 | 1 | 1 | 3 |
| Gardening | | 1 | 1 | 2 |
| Handicrafts | 1 | 1 | 1 | 3 |
| Health Education | 1 | 1 | 1 | 3 |
| Needlework | 1 | 1 | 1 | 3 |
| Right Living | 1 | 1 | 1 | 3 |
| Total | 8 | 9 | 9 | 26 |

Addendum F (ii): Core Subject Curriculums Included in the Document Analysis in the Intermediate Phase

| SUBJECT | GRADE | | | Grand Total |
|-----------------------|-----------|-----------|-----------|-------------|
| | 4 | 5 | 6 | |
| Art | 1 | 1 | 1 | 3 |
| Art Education | 1 | 1 | 1 | 3 |
| Arts and Crafts | 1 | 1 | 1 | 3 |
| Environmental Studies | 1 | | | 2 |
| Gardening | 1 | 1 | 1 | 3 |
| General Handwork | 1 | 1 | 1 | 3 |
| General Science | 1 | 1 | 1 | 3 |
| Geography | 1 | 1 | 1 | 3 |
| Handicrafts | 1 | 1 | 1 | 3 |
| Health Education | 1 | 1 | 1 | 3 |
| History | 1 | 1 | 1 | 3 |
| History | 1 | 1 | 1 | 3 |
| Needlework | 1 | 1 | 1 | 3 |
| Needlework | 1 | 1 | 1 | 3 |
| Right Living | 1 | 1 | 1 | 3 |
| Total | 15 | 14 | 14 | 43 |

Addendum F (iii): Core Subject Curriculums Included in the Document Analysis in the Senior Phase

| SUBJECT | GRADE | | | | | | | Grand Total |
|--------------------------------|-----------|----------|-----------|----------|----------|-----------|----------|-------------|
| | 7 | 8 | | 9 | | | | |
| | NG | LG | NG | OG | LG | NG | OG | |
| Accounting | | | 1 | 1 | | 1 | 1 | 4 |
| Agricultural Science | 1 | | | 1 | | | 1 | 3 |
| Art | | | | 1 | | | 1 | 2 |
| Art Education | 1 | | | | | | | 1 |
| Basic Technology | 1 | | | | | | | 1 |
| Business Economics | | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Electrician Work | | | | | | 1 | | 1 |
| Electronics | | | | | | 1 | | 1 |
| General Handwork | 1 | | 1 | | | 1 | | 3 |
| General Science | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 7 |
| Geography | 1 | | | 1 | | | 1 | 3 |
| Health Education | 1 | | 1 | 1 | | 1 | 1 | 5 |
| History | 1 | | 1 | | | 1 | | 3 |
| Home Economics | | | 1 | | | 1 | | 2 |
| House-Craft | | | 1 | 1 | | 1 | 1 | 4 |
| Needlework | 1 | | | | | | | 1 |
| Needlework and Clothing (1987) | | | 1 | | | 1 | | 2 |
| Needlework and Clothing | | | 1 | | | 1 | | 2 |
| Plumbing and Sheetmetal Work | | | | | | 1 | | 1 |
| Practical Agricultural Science | | | | 1 | | | 1 | 2 |
| Right Living | 1 | | 1 | | | 1 | | 3 |
| Technical Drawing | | | 1 | | | 1 | | 2 |
| Technical Theory and Practice | | | 1 | | | | | 1 |
| TV and Radiotricians Work | | | 1 | | | 1 | | 2 |
| Welding and Metalworking | | | | | | 1 | | 1 |
| Woodworking | | | | | | 1 | | 1 |
| Total | 10 | 2 | 14 | 9 | 2 | 18 | 9 | 64 |

**Addendum F (iv): Core Subject Curriculums Included in the Document Analysis in
the School Phase of the FET Band**

| SUBJECT | GRADE | | | | | | | | | | | | | | | Grand Total |
|---|-------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----------------|
| | 10 | | | | | 11 | | | | | 12 | | | | | |
| | HG | LG | NG | OG | SG | HG | LG | NG | OG | SG | HG | LG | NG | OG | SG | |
| Accounting | 1 | | 1 | | 1 | 1 | | 1 | | 1 | 1 | | 1 | | 1 | 9 |
| Agricultural Economics | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Agricultural Science | | | 1 | | 1 | | | 1 | | 1 | | | 1 | | 1 | 6 |
| Animal Husbandry | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Art | 1 | | 1 | | 1 | 1 | | 1 | | 1 | 1 | | 1 | | 1 | 9 |
| Biology | 1 | 1 | | | 1 | 1 | 1 | | | 1 | 1 | 1 | | | 1 | 9 |
| Bricklaying and Plastering | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Building Construction Theory | | 1 | | 1 | | | 1 | | 1 | | | 1 | | 1 | | 6 |
| Business Economics | 1 | 1 | | | 1 | 1 | 1 | | | 1 | 1 | 1 | | | 1 | 9 |
| Design | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Economics | 1 | | | | 1 | 1 | | | | 1 | 1 | | | | 1 | 6 |
| Electrician Work | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Electronics | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Farm Mechanics | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Field Husbandry | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Functional Physical Science | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| General Science | 1 | 1 | | | | 1 | 1 | | | | 1 | 1 | | | | 6 |
| Geography | | 1 | | | 1 | | 1 | | | 1 | | 1 | | | 1 | 6 |
| Graphic Art | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Health Education | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| History | 1 | 1 | | | 1 | 1 | 1 | | | 1 | 1 | 1 | | | 1 | 9 |
| Home Economics | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| House-Craft | | | | | 1 | | | | | 1 | | | | | 1 | 3 |
| Institutional Management | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Introduction to Criminology and Ethnology | | 1 | | | | | | 1 | | | | 1 | | | | 3 |

**Addendum F (iv): Core Subject Curriculums Included in the Document Analysis in
the School Phase of the FET Band (Cont'd)**

| SUBJECT | GRADE | | | | | | | | | | | | | | | Grand Total |
|-----------------------------------|----------|----------|-----------|----------|-----------|----------|----------|-----------|----------|-----------|----------|----------|-----------|----------|-----------|----------------|
| | 10 | | | | | 11 | | | | | 12 | | | | | |
| | HG | LG | NG | OG | SG | HG | LG | NG | OG | SG | HG | LG | NG | OG | SG | |
| Mercantile Law | | | | | 1 | | | | | 1 | | | | | 1 | 3 |
| Metalwork | | | 1 | | 1 | | | 1 | | 1 | | | 1 | | 1 | 6 |
| Needlework and Clothing (1987) | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Painting | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Physical Science | 1 | | | | 1 | 1 | | | | 1 | 1 | | | | 1 | 6 |
| Plumbing and Sheetmetal Work | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Practical Agricultural Science | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Restaurant Studies | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Right Living | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Sa Criminal Law | | | | | | | | | | | | | | | 1 | 1 |
| Sculpture | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Statute Law | | | | | | | | | | | | | | | 1 | 1 |
| Technical Drawing | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Technika: Electrical | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Technika: Mechanical | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Technika: Electronics | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Theory Of Art | | | | | 1 | | | | | 1 | | | | | 1 | 3 |
| TV and Radiotricians Work | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Welding and Metalworking | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Woodwork | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Woodworking | | | 1 | | | | | 1 | | | | | 1 | | | 3 |
| Total | 8 | 7 | 32 | 1 | 13 | 8 | 7 | 32 | 1 | 13 | 8 | 7 | 32 | 1 | 15 | 185 |

Addendum G: List of Core Subject Curriculums Included in the Document Analysis

| Document | Subject | Grade | Phase |
|-----------|-----------------------|-------|--------------|
| SANEP 510 | Art | 1 | Foundation |
| SANEP 510 | Arts and Crafts | 1 | Foundation |
| SANEP 510 | Environmental Studies | 1 | Foundation |
| SANEP 510 | Health Education | 1 | Foundation |
| SANEP 510 | Needlework | 1 | Foundation |
| SANEP 510 | Right Living | 1 | Foundation |
| SANEP 510 | Art Education | 2 | Foundation |
| SANEP 510 | Arts and Crafts | 2 | Foundation |
| SANEP 510 | Environmental Studies | 2 | Foundation |
| SANEP 510 | Health Education | 2 | Foundation |
| SANEP 510 | Needlework | 2 | Foundation |
| SANEP 510 | Right Living | 2 | Foundation |
| SANEP 510 | Art Education | 3 | Foundation |
| SANEP 510 | Arts and Crafts | 3 | Foundation |
| SANEP 510 | Environmental Studies | 3 | Foundation |
| SANEP 510 | Gardening | 3 | Foundation |
| SANEP 510 | Health Education | 3 | Foundation |
| SANEP 510 | Needlework | 3 | Foundation |
| SANEP 510 | Right Living | 3 | Foundation |
| SANEP 510 | Art Education | 4 | Intermediate |
| SANEP 510 | Arts and Crafts | 4 | Intermediate |
| SANEP 510 | Gardening | 4 | Intermediate |
| SANEP 510 | General Science | 4 | Intermediate |
| SANEP 510 | Geography | 4 | Intermediate |
| SANEP 510 | History | 4 | Intermediate |
| SANEP 510 | Needlework | 4 | Intermediate |
| SANEP 510 | Right Living | 4 | Intermediate |
| SANEP 510 | Art Education | 5 | Intermediate |
| SANEP 510 | Arts and Crafts | 5 | Intermediate |
| SANEP 510 | Gardening | 5 | Intermediate |
| SANEP 510 | General Science | 5 | Intermediate |
| SANEP 510 | Geography | 5 | Intermediate |
| SANEP 510 | History | 5 | Intermediate |

| Document | Subject | Grade | Phase |
|-----------|--------------------------------|-------|--------------------------------|
| SANEP 510 | Needlework | 5 | Intermediate |
| SANEP 510 | Right Living | 5 | Intermediate |
| SANEP 510 | Art Education | 6 | Intermediate |
| SANEP 510 | Arts and Crafts | 6 | Intermediate |
| SANEP 510 | Gardening | 6 | Intermediate |
| SANEP 510 | General Science | 6 | Intermediate |
| SANEP 510 | Geography | 6 | Intermediate |
| SANEP 510 | History | 6 | Intermediate |
| SANEP 510 | Needlework | 6 | Intermediate |
| SANEP 510 | Right Living | 6 | Intermediate |
| SANEP 510 | Agricultural Science | 7 | Senior |
| SANEP 510 | Basic Technology | 7 | Senior |
| SANEP 510 | General Science | 7 | Senior |
| SANEP 510 | Geography | 7 | Senior |
| SANEP 510 | Needlework | 7 | Senior |
| SANEP 510 | Right Living | 7 | Senior |
| SANEP 511 | Home Economics | 8 | Senior |
| SANEP 511 | House-Craft | 8 | Senior |
| SANEP 511 | Needlework and Clothing | 8 | Senior |
| SANEP 511 | Home Economics | 9 | Senior |
| SANEP 511 | House-Craft | 9 | Senior |
| SANEP 511 | Needlework and Clothing | 9 | Senior |
| SANEP 511 | Agricultural Economics | 10 | Further Education and Training |
| SANEP 511 | Agricultural Science | 10 | Further Education and Training |
| SANEP 511 | Animal Husbandry | 10 | Further Education and Training |
| SANEP 511 | Field Husbandry | 10 | Further Education and Training |
| SANEP 511 | Home Economics | 10 | Further Education and Training |
| SANEP 511 | Practical Agricultural Science | 10 | Further Education and Training |
| SANEP 511 | Restaurant Studies | 10 | Further Education and Training |
| SANEP 511 | Agricultural Economics | 11 | Further Education and Training |
| SANEP 511 | Agricultural Science | 11 | Further Education and Training |
| SANEP 511 | Animal Husbandry | 11 | Further Education and Training |
| SANEP 511 | Field Husbandry | 11 | Further Education and Training |

| Document | Subject | Grade | Phase |
|-----------|--------------------------------|-------|--------------------------------|
| SANEP 511 | Home Economics | 11 | Further Education and Training |
| SANEP 511 | Practical Agricultural Science | 11 | Further Education and Training |
| SANEP 511 | Restaurant Studies | 11 | Further Education and Training |
| SANEP 511 | Agricultural Economics | 12 | Further Education and Training |
| SANEP 511 | Agricultural Science | 12 | Further Education and Training |
| SANEP 511 | Animal Husbandry | 12 | Further Education and Training |
| SANEP 511 | Field Husbandry | 12 | Further Education and Training |
| SANEP 511 | Home Economics | 12 | Further Education and Training |
| SANEP 511 | Practical Agricultural Science | 12 | Further Education and Training |
| SANEP 511 | Restaurant Studies | 12 | Further Education and Training |
| SANEP 512 | Accounting | 8 | Senior |
| SANEP 512 | Accounting | 9 | Senior |
| SANEP 512 | Accounting | 10 | Further Education and Training |
| SANEP 512 | Art | 10 | Further Education and Training |
| SANEP 512 | Design | 10 | Further Education and Training |
| SANEP 512 | Graphic Art | 10 | Further Education and Training |
| SANEP 512 | Institutional Management | 10 | Further Education and Training |
| SANEP 512 | Painting | 10 | Further Education and Training |
| SANEP 512 | Sculpture | 10 | Further Education and Training |
| SANEP 512 | Accounting | 11 | Further Education and Training |
| SANEP 512 | Art | 11 | Further Education and Training |
| SANEP 512 | Design | 11 | Further Education and Training |
| SANEP 512 | Graphic Art | 11 | Further Education and Training |
| SANEP 512 | Institutional Management | 11 | Further Education and Training |
| SANEP 512 | Painting | 11 | Further Education and Training |
| SANEP 512 | Sculpture | 11 | Further Education and Training |
| SANEP 512 | Accounting | 12 | Further Education and Training |
| SANEP 512 | Art | 12 | Further Education and Training |
| SANEP 512 | Design | 12 | Further Education and Training |
| SANEP 512 | Graphic Art | 12 | Further Education and Training |
| SANEP 512 | Institutional Management | 12 | Further Education and Training |
| SANEP 512 | Painting | 12 | Further Education and Training |
| SANEP 512 | Sculpture | 12 | Further Education and Training |

| Document | Subject | Grade | Phase |
|-----------|-------------------------------|-------|--------------------------------|
| SANEP 513 | Technical Drawing | 8 | Senior |
| SANEP 513 | Technical Theory and Practice | 8 | Senior |
| SANEP 513 | Electrician Work | 9 | Senior |
| SANEP 513 | Electronics | 9 | Senior |
| SANEP 513 | Plumbing and Sheetmetal Work | 9 | Senior |
| SANEP 513 | Technical Drawing | 9 | Senior |
| SANEP 513 | Welding and Metalworking | 9 | Senior |
| SANEP 513 | Woodworking | 9 | Senior |
| SANEP 513 | Bricklaying and Plastering | 10 | Further Education and Training |
| SANEP 513 | Building Construction Theory | 10 | Further Education and Training |
| SANEP 513 | Electrician Work | 10 | Further Education and Training |
| SANEP 513 | Electronics | 10 | Further Education and Training |
| SANEP 513 | Farm Mechanics | 10 | Further Education and Training |
| SANEP 513 | Metalwork | 10 | Further Education and Training |
| SANEP 513 | Plumbing and Sheetmetal Work | 10 | Further Education and Training |
| SANEP 513 | Technical Drawing | 10 | Further Education and Training |
| SANEP 513 | Technika: Electrical | 10 | Further Education and Training |
| SANEP 513 | Technika: Mechanical | 10 | Further Education and Training |
| SANEP 513 | Technika: Electronics | 10 | Further Education and Training |
| SANEP 513 | TV and Radiotricians Work | 10 | Further Education and Training |
| SANEP 513 | Welding and Metalworking | 10 | Further Education and Training |
| SANEP 513 | Woodwork | 10 | Further Education and Training |
| SANEP 513 | Woodworking | 10 | Further Education and Training |
| SANEP 513 | Bricklaying and Plastering | 11 | Further Education and Training |
| SANEP 513 | Building Construction Theory | 11 | Further Education and Training |
| SANEP 513 | Electrician Work | 11 | Further Education and Training |
| SANEP 513 | Electronics | 11 | Further Education and Training |
| SANEP 513 | Farm Mechanics | 11 | Further Education and Training |
| SANEP 513 | Metalwork | 11 | Further Education and Training |
| SANEP 513 | Plumbing and Sheetmetal Work | 11 | Further Education and Training |
| SANEP 513 | Technical Drawing | 11 | Further Education and Training |
| SANEP 513 | Technika: Electrical | 11 | Further Education and Training |
| SANEP 513 | Technika: Mechanical | 11 | Further Education and Training |

| Document | Subject | Grade | Phase |
|-----------|---|-------|--------------------------------|
| SANEP 513 | Technika: Electronics | 11 | Further Education and Training |
| SANEP 513 | Tv and Radiotricians Work | 11 | Further Education and Training |
| SANEP 513 | Welding and Metalworking | 11 | Further Education and Training |
| SANEP 513 | Woodwork | 11 | Further Education and Training |
| SANEP 513 | Woodworking | 11 | Further Education and Training |
| SANEP 513 | Bricklaying and Plastering | 12 | Further Education and Training |
| SANEP 513 | Building Construction Theory | 12 | Further Education and Training |
| SANEP 513 | Electrician Work | 12 | Further Education and Training |
| SANEP 513 | Electronics | 12 | Further Education and Training |
| SANEP 513 | Farm Mechanics | 12 | Further Education and Training |
| SANEP 513 | Metalwork | 12 | Further Education and Training |
| SANEP 513 | Plumbing and Sheetmetal Work | 12 | Further Education and Training |
| SANEP 513 | Technical Drawing | 12 | Further Education and Training |
| SANEP 513 | Technika: Electrical | 12 | Further Education and Training |
| SANEP 513 | Technika: Mechanical | 12 | Further Education and Training |
| SANEP 513 | Technika: Electronics | 12 | Further Education and Training |
| SANEP 513 | TV and Radiotricians Work | 12 | Further Education and Training |
| SANEP 513 | Welding and Metalworking | 12 | Further Education and Training |
| SANEP 513 | Woodwork | 12 | Further Education and Training |
| SANEP 513 | Woodworking | 12 | Further Education and Training |
| SANEP 515 | General Science | 8 | Senior |
| SANEP 515 | General Science | 9 | Senior |
| SANEP 515 | Biology | 10 | Further Education and Training |
| SANEP 515 | Biology | 10 | Further Education and Training |
| SANEP 515 | Biology | 10 | Further Education and Training |
| SANEP 515 | Functional Physical Science | 10 | Further Education and Training |
| SANEP 515 | General Science | 10 | Further Education and Training |
| SANEP 515 | General Science | 10 | Further Education and Training |
| SANEP 515 | Introduction to Criminology and Ethnology | 10 | Further Education and Training |
| SANEP 515 | Mercantile Law | 10 | Further Education and Training |
| SANEP 515 | Physical Science | 10 | Further Education and Training |
| SANEP 515 | Biology | 11 | Further Education and Training |
| SANEP 515 | Biology | 11 | Further Education and Training |

| Document | Subject | Grade | Phase |
|-----------|---|-------|--------------------------------|
| SANEP 515 | Biology | 11 | Further Education and Training |
| SANEP 515 | Functional Physical Science | 11 | Further Education and Training |
| SANEP 515 | General Science | 11 | Further Education and Training |
| SANEP 515 | General Science | 11 | Further Education and Training |
| SANEP 515 | Introduction to Criminology and Ethnology | 11 | Further Education and Training |
| SANEP 515 | Mercantile Law | 11 | Further Education and Training |
| SANEP 515 | Physical Science | 11 | Further Education and Training |
| SANEP 515 | Biology | 12 | Further Education and Training |
| SANEP 515 | Biology | 12 | Further Education and Training |
| SANEP 515 | Biology | 12 | Further Education and Training |
| SANEP 515 | Functional Physical Science | 12 | Further Education and Training |
| SANEP 515 | General Science | 12 | Further Education and Training |
| SANEP 515 | General Science | 12 | Further Education and Training |
| SANEP 515 | Introduction to Criminology and Ethnology | 12 | Further Education and Training |
| SANEP 515 | Mercantile Law | 12 | Further Education and Training |
| SANEP 515 | Physical Science | 12 | Further Education and Training |
| SANEP 515 | Sa Criminal Law | 12 | Further Education and Training |
| SANEP 515 | Statute Law | 12 | Further Education and Training |
| SANEP 516 | Business Economics | 8 | Senior |
| SANEP 516 | Business Economics | 8 | Senior |
| SANEP 516 | Geography | 8 | Senior |
| SANEP 516 | Right Living | 8 | Senior |
| SANEP 516 | Business Economics | 9 | Senior |
| SANEP 516 | Business Economics | 9 | Senior |
| SANEP 516 | Geography | 9 | Senior |
| SANEP 516 | Right Living | 9 | Senior |
| SANEP 516 | Business Economics | 10 | Further Education and Training |
| SANEP 516 | Business Economics | 10 | Further Education and Training |
| SANEP 516 | Business Economics | 10 | Further Education and Training |
| SANEP 516 | Economics | 10 | Further Education and Training |
| SANEP 516 | Economics | 10 | Further Education and Training |
| SANEP 516 | Geography | 10 | Further Education and Training |

| Document | Subject | Grade | Phase |
|-----------|--------------------|-------|--------------------------------|
| SANEP 516 | Geography | 10 | Further Education and Training |
| SANEP 516 | History | 10 | Further Education and Training |
| SANEP 516 | History | 10 | Further Education and Training |
| SANEP 516 | History | 10 | Further Education and Training |
| SANEP 516 | Right Living | 10 | Further Education and Training |
| SANEP 516 | Business Economics | 11 | Further Education and Training |
| SANEP 516 | Business Economics | 11 | Further Education and Training |
| SANEP 516 | Business Economics | 11 | Further Education and Training |
| SANEP 516 | Economics | 11 | Further Education and Training |
| SANEP 516 | Economics | 11 | Further Education and Training |
| SANEP 516 | Geography | 11 | Further Education and Training |
| SANEP 516 | Geography | 11 | Further Education and Training |
| SANEP 516 | History | 11 | Further Education and Training |
| SANEP 516 | History | 11 | Further Education and Training |
| SANEP 516 | History | 11 | Further Education and Training |
| SANEP 516 | Right Living | 11 | Further Education and Training |
| SANEP 516 | Business Economics | 12 | Further Education and Training |
| SANEP 516 | Business Economics | 12 | Further Education and Training |
| SANEP 516 | Business Economics | 12 | Further Education and Training |
| SANEP 516 | Economics | 12 | Further Education and Training |
| SANEP 516 | Economics | 12 | Further Education and Training |
| SANEP 516 | Geography | 12 | Further Education and Training |
| SANEP 516 | Geography | 12 | Further Education and Training |
| SANEP 516 | History | 12 | Further Education and Training |
| SANEP 516 | History | 12 | Further Education and Training |
| SANEP 516 | History | 12 | Further Education and Training |
| SANEP 516 | Right Living | 12 | Further Education and Training |
| SANEP 518 | Art | 1 | Foundation |
| SANEP 518 | Handicrafts | 1 | Foundation |
| SANEP 518 | Art | 2 | Foundation |
| SANEP 518 | Handicrafts | 2 | Foundation |
| SANEP 518 | Art | 3 | Foundation |
| SANEP 518 | Handicrafts | 3 | Foundation |

| Document | Subject | Grade | Phase |
|-----------|--------------------------------|-------|--------------------------------|
| SANEP 518 | Art | 4 | Intermediate |
| SANEP 518 | Environmental Studies | 4 | Intermediate |
| SANEP 518 | Handicrafts | 4 | Intermediate |
| SANEP 518 | Art | 5 | Intermediate |
| SANEP 518 | Handicrafts | 5 | Intermediate |
| SANEP 518 | Art | 6 | Intermediate |
| SANEP 518 | Handicrafts | 6 | Intermediate |
| SANEP 519 | Agricultural Science | 8 | Senior |
| SANEP 519 | General Science | 8 | Senior |
| SANEP 519 | Health Education | 8 | Senior |
| SANEP 519 | House-Craft | 8 | Senior |
| SANEP 519 | Practical Agricultural Science | 8 | Senior |
| SANEP 519 | TV and Radiotricians Work | 8 | Senior |
| SANEP 519 | Agricultural Science | 9 | Senior |
| SANEP 519 | General Science | 9 | Senior |
| SANEP 519 | Health Education | 9 | Senior |
| SANEP 519 | House-Craft | 9 | Senior |
| SANEP 519 | Practical Agricultural Science | 9 | Senior |
| SANEP 519 | TV and Radiotricians Work | 9 | Senior |
| SANEP 519 | Building Construction Theory | 10 | Further Education and Training |
| SANEP 519 | House-Craft | 10 | Further Education and Training |
| SANEP 519 | Theory of Art | 10 | Further Education and Training |
| SANEP 519 | Building Construction Theory | 11 | Further Education and Training |
| SANEP 519 | House-Craft | 11 | Further Education and Training |
| SANEP 519 | Theory of Art | 11 | Further Education and Training |
| SANEP 519 | Building Construction Theory | 12 | Further Education and Training |
| SANEP 519 | House-Craft | 12 | Further Education and Training |
| SANEP 519 | Theory of Art | 12 | Further Education and Training |

| Document Type | Subject | Grade | Phase |
|-----------------------|--------------------------------|-------|--------------------------------|
| Ammendments | Needlework and Clothing (1987) | 8 | Senior |
| Ammendments | Needlework and Clothing (1987) | 9 | Senior |
| Ammendments | Needlework and Clothing (1987) | 10 | Further Education and Training |
| Ammendments | Needlework and Clothing (1987) | 11 | Further Education and Training |
| Ammendments | Needlework and Clothing (1987) | 12 | Further Education and Training |
| Instructural Offering | Environmental Studies | 2 | Foundation |
| Instructural Offering | Environmental Studies | 3 | Foundation |
| Instructural Offering | Environmental Studies | 4 | Intermediate |
| Instructural Offering | General Science | 4 | Intermediate |
| Instructural Offering | General Science | 5 | Intermediate |
| Instructural Offering | General Science | 6 | Intermediate |
| Instructural Offering | General Science | 8 | Senior |
| Instructural Offering | General Science | 9 | Senior |
| Instructural Offering | Physical Science | 10 | Further Education and Training |
| Instructural Offering | Physical Science | 11 | Further Education and Training |
| Instructural Offering | Physical Science | 12 | Further Education and Training |
| Interim Syllabus | Art Education | 1 | Foundation |
| Interim Syllabus | Health Education | 1 | Foundation |
| Interim Syllabus | Art Education | 2 | Foundation |
| Interim Syllabus | Gardening | 2 | Foundation |
| Interim Syllabus | Health Education | 2 | Foundation |
| Interim Syllabus | Art Education | 3 | Foundation |
| Interim Syllabus | Gardening | 3 | Foundation |
| Interim Syllabus | Health Education | 3 | Foundation |
| Interim Syllabus | Art Education | 4 | Intermediate |
| Interim Syllabus | Gardening | 4 | Intermediate |
| Interim Syllabus | General Handwork | 4 | Intermediate |
| Interim Syllabus | Health Education | 4 | Intermediate |
| Interim Syllabus | History | 4 | Intermediate |
| Interim Syllabus | Needlework | 4 | Intermediate |
| Interim Syllabus | Art Education | 5 | Intermediate |
| Interim Syllabus | Gardening | 5 | Intermediate |
| Interim Syllabus | General Handwork | 5 | Intermediate |

| Document Type | Subject | Grade | Phase |
|------------------|----------------------|-------|--------------------------------|
| Interim Syllabus | Health Education | 5 | Intermediate |
| Interim Syllabus | History | 5 | Intermediate |
| Interim Syllabus | Needlework | 5 | Intermediate |
| Interim Syllabus | Art Education | 6 | Intermediate |
| Interim Syllabus | Gardening | 6 | Intermediate |
| Interim Syllabus | General Handwork | 6 | Intermediate |
| Interim Syllabus | Health Education | 6 | Intermediate |
| Interim Syllabus | History | 6 | Intermediate |
| Interim Syllabus | Needlework | 6 | Intermediate |
| Interim Syllabus | Art Education | 7 | Senior |
| Interim Syllabus | General Handwork | 7 | Senior |
| Interim Syllabus | Health Education | 7 | Senior |
| Interim Syllabus | History | 7 | Senior |
| Interim Syllabus | Accounting | 8 | Senior |
| Interim Syllabus | Art | 8 | Senior |
| Interim Syllabus | General Handwork | 8 | Senior |
| Interim Syllabus | Health Education | 8 | Senior |
| Interim Syllabus | History | 8 | Senior |
| Interim Syllabus | Accounting | 9 | Senior |
| Interim Syllabus | Art | 9 | Senior |
| Interim Syllabus | General Handwork | 9 | Senior |
| Interim Syllabus | Health Education | 9 | Senior |
| Interim Syllabus | History | 9 | Senior |
| Interim Syllabus | Accounting | 10 | Further Education and Training |
| Interim Syllabus | Accounting | 10 | Further Education and Training |
| Interim Syllabus | Agricultural Science | 10 | Further Education and Training |
| Interim Syllabus | Art | 10 | Further Education and Training |
| Interim Syllabus | Art | 10 | Further Education and Training |
| Interim Syllabus | Health Education | 10 | Further Education and Training |
| Interim Syllabus | Metalwork | 10 | Further Education and Training |
| Interim Syllabus | Accounting | 11 | Further Education and Training |
| Interim Syllabus | Accounting | 11 | Further Education and Training |
| Interim Syllabus | Agricultural Science | 11 | Further Education and Training |

| Document Type | Subject | Grade | Phase |
|------------------|----------------------|-------|--------------------------------|
| Interim Syllabus | Art | 11 | Further Education and Training |
| Interim Syllabus | Art | 11 | Further Education and Training |
| Interim Syllabus | Health Education | 11 | Further Education and Training |
| Interim Syllabus | Metalwork | 11 | Further Education and Training |
| Interim Syllabus | Accounting | 12 | Further Education and Training |
| Interim Syllabus | Accounting | 12 | Further Education and Training |
| Interim Syllabus | Agricultural Science | 12 | Further Education and Training |
| Interim Syllabus | Art | 12 | Further Education and Training |
| Interim Syllabus | Art | 12 | Further Education and Training |
| Interim Syllabus | Health Education | 12 | Further Education and Training |
| Interim Syllabus | Metalwork | 12 | Further Education and Training |
| Syllabus | Business Economics | 8 | Senior |
| Syllabus | Business Economics | 9 | Senior |

| Housing Education and Training Core Concepts | Housing Education and Training Outcomes | Learning Areas | | | | | | | |
|--|---|--------------------|---------|-----|-------|----|-------|-------|-------|
| | | LLC | HSS | T | MLMMS | NS | AC | EMS | LO |
| | | Specific Outcomes* | | | | | | | |
| "Housing Consumerism" (HC) | 1. Use the housing decision-making process to make housing-related decisions by determining which resources are available in the home | | 4 | 1 | 6 | 5 | | 7 | 5 |
| | 2. Explain the rights and responsibilities of a housing consumer | 1,4,7 | 3,4 | | | | | | 5 |
| | 3. Demonstrate how to act as an informed and responsible housing consumer when making housing-related decisions | 1,4,7 | | | | | | | 1,5,8 |
| | 4. Identify and describe different organisations and mechanisms that are established in order to protect the housing consumer | 1,4,7 | 3 | | | | | | |
| "Housing Design and Decoration" (HDD) | 1. Use the elements and principles of design to design and decorate a home | | | | | | 1,3,6 | | |
| | 2. Select and care for appliances and furniture in the home | | 4 | 4,6 | | | | 5 | 5 |
| | 3. Identify and describe different floor, window and wall coverings for the design and decoration of the interior and exterior of a home | 1,4,7 | 4 | | 5 | | 1,6 | 5 | 5 |
| | 4. Identify and describe suitable materials for the design and decoration of the interior and exterior of a home | 1,4,7 | 4 | 4 | | | 1,6 | 5 | 5 |
| | 5. Critically evaluate the spatial design of the interior of a home | | 4 | | 5,6 | | 1 | | 5 |
| | 6. Critically evaluate the functional design of furniture, appliances and equipment in the home | | 4 | | 5,6 | | 1 | | 5 |
| "Housing Market" (HM) | 1. Describe the characteristics of the South African housing market | 1,4,7 | 1,2, | | | | | 3,2,8 | |
| | 2. Identify the role-players in the housing market | | 6,8 | | | | | | |
| | 3. Identify and describe the different factors affecting the housing market | 1,4,7 | | | | | | 3 | |
| "Housing Needs" (HN) | 1. Differentiate between the satisfaction of primary and secondary housing needs demonstrating a critical understanding of the order in which needs are satisfied | | | 1 | | | 6,7 | | 5,7 |
| | 2. Identify and explain the different factors affecting housing needs | 1,4,7 | 2,4,6,7 | 1 | | 9 | 4 | 2,5,7 | 5,7 |
| "Housing Policy" (HP) | 1. Discuss the housing policy in South Africa | 1,4,7 | 1,2,3 | | | | 4,8 | | |
| | 2. Identify and describe the different organisations and partnerships supporting the implementation of the housing policy | 1,4,7 | 1,2,8 | | | | | | |
| | 3. Name and describe legislation that has been promulgated in support of the housing policy | 1,4,7 | 1,2 | | | | | | |

| Housing Education and Training Core Concepts | Housing Education and Training Outcomes | Learning Areas | | | | | | | |
|--|--|--------------------|---------|---------|-------|-----|-----|-------|-----|
| | | LLC | HSS | T | MLMMS | NS | AC | EMS | LO |
| | | Specific Outcomes* | | | | | | | |
| "Legal Aspects of Housing" (LAH) | 1. Differentiate between different legal documents and agreements made by the housing consumer when renovating, maintaining, building, renting, buying or selling a home | 1,2,3,4,5,7 | | | | | | 5 | 5 |
| | 2. Name and describe legislation that has been promulgated in support of the housing consumer and the housing process | 1,2,3,4,5,7 | 1,2 | | | | | | 5 |
| "Resource Management" (RM) | 1. Manage and generate family resources in the home in a manner that demonstrates a critical understanding of conservation | | 4 | 1 | | 3,4 | | | 5,7 |
| | 2. Categorise and describe different types of resources | 1,4,7 | 4,6 | 1 | | 3,4 | | | |
| | 3. Apply management principles when preparing a financial plan and purchasing goods and services | | | | | 3,4 | | 2,4,5 | 5,7 |
| "Role-Players in Housing" (RP) | 1. Identify and describe different role-players supporting the implementation of the National Housing Policy in South Africa | 1,4,7 | 1,2,3,8 | | | | | | 5 |
| | 2. Identify and describe the role of each of the role-players and stakeholders in the provision of housing, as well as the renovation and remodelling of a home | 1,4,7 | 1,2,3,8 | | | | | | 5 |
| "Sources of Housing Information" (SHI) | 1. Identify different sources of housing information | 1,2,3,4,7 | | 1,6 | 6 | | | | |
| | 2. Access and use different types of housing-related information to solve housing-related problems | 1,2,3,4,7 | | 1,6 | 6 | | | | |
| "Tenure Options" (TO) | 1. Differentiate between renting and buying a home | 1,4,7 | 4 | | | 4 | | 2 | |
| | 2. Differentiate between different types of home ownership | 1,4,7 | | | 6 | | | 2 | |
| | 3. Explain the advantages and disadvantages of buying or selling a home | 1,4,7 | 4 | | | 4 | | 2 | |
| | 4. Describe the rights and responsibilities of landlords, tenants and landowners | 1,4,7 | | | | | | | |
| | 5. Describe how a housing consumer would acquire a home | 1,4,7 | 4 | | 6 | 4,5 | | 2,5 | 5 |
| "Types of Housing" (TH) | 1. Differentiate between different types of housing using different classification systems | 1,4,7 | 4 | | | 4,5 | | | |
| | 2. Identify and describe types of housing that can be used to satisfy different housing needs | 1,4,7 | | 1,4,5,6 | | | 4,8 | | |